The Civil Service Coach.

Stanley Saville
(of H.M. Civil Service)

The Civil Service Series

THE

CIVIL SERVICE COACH

A Practical Exposition of the Civil Service Curriculum

AND

GUIDE TO THE LOWER DIVISION OF THE SERVICE
AND ITS COMPETITIVE EXAMINATIONS

BY

STANLEY SAVILLE

OF H.M. CIVIL SERVICE

LONDON
CROSBY LOCKWOOD AND CO.
7 STATIONERS'-HALL COURT, LUDGATE HILL
1881

LONDON: PRINTED BY
SPOTTISWOODE AND CO., NEW-STREET SQUARE
AND PARLIAMENT STREET

PREFACE.

THE purpose of this manual is to provide a practical exposition of the Civil Service curriculum, and to prescribe a fit and effective method of compassing its requirements. That curriculum is constituted by the excellent and appropriate scheme framed by the Civil Service Commissioners for open competitions for Clerkships in the Lower Division of the Service. With special regard, therefore, to these competitions, which admit to the great majority of Government situations, the design of this little work is projected.

Most other examinations, however, are modelled upon that scheme: since its adoption, indeed, nearly all Civil Service appointments have been conditional upon qualification in subjects which it comprises. Even the examinations for professional and scientific appointments, and for the Higher Division of the Service, include a preliminary test in certain of these Lower Division subjects. It is imperative, therefore, that candidates for any Government situation obtainable through open competition should be well acquainted with the subjects composing the Civil Service curriculum, set forth in the following pages.

The plan of this work is simple and direct. It dispenses with the statistical machinery from which former handbooks were chiefly manufactured. Such handbooks,

designed for the use of successful competitors or nominees rather than of candidates for examination, would miss their mark now that the Civil Service Commissioners do not allow the right of choice of situations. The plan pursued here is neither that of a blue-book nor of a text-book; it is that of a 'coach.' In the first place, the conditions of the competitions are carefully considered. Then each subject of examination is handled in turn, the proper lines of study being laid down, the best means of practice prescribed, and the decisive details pointed out. This work does not pretend to supplant special text-books on each subject. But where such manuals are wanting, as in the case of *Digesting Returns into Summaries* and *Official Bookkeeping*, our design is expanded to supply the want. Finally, a system of study is arranged by which the candidate's time and means can be economised and most effectively utilised.

The complete index appended to the work will afford a ready means of reference to all its parts.

The Civil Service is the only profession open to that middle class of society which consists mainly of unlimited families with limited means. At many middle-class schools special classes are now formed for the study of the Civil Service curriculum; which, indeed, might well be generally used as unquestionably the best finishing course of a practical English education. To such classes, and to all other candidates for the Civil Service, this manual may be serviceable in affording a purview of the entire ground, in pointing out the best means for accomplishing the desired ends, and in moulding those means into a method.

CHELSEA: *May*, 1881.

CONTENTS.

CHAPTER I.

INTRODUCTION.

CHAPTER II.

HANDWRITING—ORTHOGRAPHY—COPYING MS.

CHAPTER III.

ARITHMETIC.

CHAPTER IV.

BOOK-KEEPING.

CHAPTER V.

DIGEST OF RETURNS INTO SUMMARIES.

CHAPTER VI.

ENGLISH HISTORY.

CHAPTER VII.

GEOGRAPHY.

CHAPTER VIII.

INDEXING.

CHAPTER IX.

ENGLISH COMPOSITION.

CHAPTER X.

SYSTEM OF STUDY—THE COMPETITION.

'AMICUS CERTUS IN RE INCERTA'

THE

CIVIL SERVICE COACH.

CHAPTER I.

INTRODUCTION.

HANDBOOKS and Guides to the Civil Service have not been rarities in the publishing world; and it is instructive to glance over the numerous works of that nature, often fearfully and wonderfully made, which appeared during the dark ages of the Service, ere yet Dr. Playfair had smiled upon the chaos. But the times are changed, and our handbooks must change with them. The charming simplicity of the new régime has frightened away those learned hacks whose business and delight it was to unravel mysteries, and exhibit their more mysterious results to the uninitiated. The writer well remembers the agonies of a laborious consultation of one of these popular handbooks years ago; and he deplores the memory. Two grammar-school boys, in the flush of success, read and believed the tabular statements of that misguided book; and now, alas! one of the twain has long languished in the nether gloom of one of the hopeless Departments. How many successful competitors that saleable book misled, Fortune only knows!

Favete linguis, as Horace sings: truths not hitherto heard I, erewhile a Lower Division clerk, speak unto uninitiated youths. My authority is the unimpeachable one of experience. Candidature in seven open competitions, and ten years of actual service, should qualify the writer to speak with more knowledge than those learned compilers who stand afar off and mark.

The writer first entered the lists when he was fresh from the honours of the upper form at school. But, like most other candidates of the same class, he failed deplorably. The learning of the schools, such as it may be, is of little avail to him who has to grapple with the technical subjects of Civil Service competition. The writer's next attempt occurred at an inopportune season, for, though he secured a good place, the vacancies were extraordinarily and unexpectedly few. After this mortifying defeat, he entered the class of Mr. Braginton, the deservedly popular coach, and, having acquired there the special insight into the subjects which in these examinations is a *sine quâ non*, he resumed a more enlightened course of private study, again competed, and was highly successful. The competitions were then conducted under the old *Scheme II.*, and the reward of success was considerably more valuable than under the present system. After an interval, four years of which were spent in a public office, circumstances transpired which ultimately induced the writer to compete again in this examination, which now, however, only admitted to the Lower Division of the service. The examination had been announced some time before the writer was aware of it; but, although he had only three weeks for preparation, he succeeded in securing the 8th successful place among 320 competitors. This success may serve to show how

advantageous it is to study conscientiously and with thoroughness. Mere *cramming* is a delusion and a snare; it may occasionally drag a candidate through the competition with a certain measure of success, yet it will leave him no foothold for future progress. But the student who works with assiduity and intelligence will never lose the knowledge he thus acquires; and he will find it serviceable hereafter, for the Civil Service is scarcely less free from vicissitudes than other walks of life. The student who wishes to profit by his work must learn at the outset to make use of his studies, instead of becoming the mere instrument of a tutor. Government employment differs from most other vocations chiefly in this: that in the latter the favour of the master advances the servant; in the former, promotion, marked by distinct stages, depends generally on extra education not necessitated by the paid labour of the employé, and is gained by the personal endeavours of the individual without fear or favour of others. Thoroughness of study, therefore, coupled with undaunted perseverance, is indispensable to the candidate; who should remember that the subjects which he must master in order to pass the Lower Division examination constitute the Civil Service curriculum—an essential part of all other competitions, those for the Higher Division included. The writer has experienced the force of this fact. Not long after his last-mentioned success, he again competed in an examination which comprised all the subjects of the Lower Division competition, in addition to several others. The appointment was a first-class one, and the fee exceptionally high, so that a keen competition lay between scarce a dozen picked men, of whom the writer had the honour, in the event, of ranking first. He may now briefly remark, in reviewing these

occasions, that he has obtained full marks for *English Composition, Copying MS.*, and *Orthography*; 95 per cent. (and 20 marks more than any fellow-competitor among 320) for *Handwriting*; 98 per cent. for *Arithmetic*; and 95 per cent. for *Indexing, English History*, and *Digest of Returns.*

He who would speak with authority must first present his credentials, tiresome though the task may be. The egotism of the foregoing narrative may serve to justify the writer in his undertaking, and its incidents may enable him, in the course of this work, sometimes to point a moral. From his experience and practical knowledge he seeks to draw and compile a systematic course of advice, which shall place candidates in possession of a real and sufficient insight into the examination in which they intend to compete and the branch of the Civil Service which they wish to enter.

It is unnecessary now to advert to the condition of the Government service previous to the Playfair Commission. By the adoption in 1876 of the recommendations of that Commission, the whole Civil Service, for the purposes of future open competitions and appointments, was organised into two divisions, excepting certain particular offices for which special schemes of examination are ruled. The Lower Division of the service consists of Boy Clerks and Man Clerks. For a lad who contemplates a Civil Service career, it is a more desirable and a surer course to secure first a Boy Clerkship, and from that comfortable vantage point to compass a Man Clerkship.

The Regulations (issued May 22, 1876, and amended by notice in the *London Gazette* of September 12, 1879) respecting Competitive Examinations held under the Order in Council of February 12, 1876, for Boy Clerk-

ships in the Lower Division of the Civil Service, are hereunder reproduced intact.

1. Competitive Examinations of candidates for Boy Clerkships[1] in the Lower Division of the Civil Service will be held from time to time at such places as may be deemed expedient.

2. These examinations are open, under such general restrictions as may be laid down, to all natural-born subjects of Her Majesty, being of the prescribed age and of good health and character. The undermentioned restrictions are at present in force:—

(i.) The following classes of persons are ineligible; viz.,
(*a*) Persons actually serving in the Army or Navy.
(*b*) Persons who have previously succeeded at an examination for the same situation or class of situations.

(ii.) The following classes of persons will not be eligible unless they shall have produced to the Civil Service Commissioners before the date of the competition the written permission[2] of the authorities of their departments to attend the examination: viz., (*a*) Persons holding situations in the Civil Service, (*b*) Apprentices and Engineer Students in Her Majesty's Dockyards.

(iii.) Persons who have been trained in Normal Schools at the public expense will not be qualified to receive appointments until the consent of the Committee of Council on Education (Great Britain), or the Commissioners of National Education (Ireland), as the case may be, given in conformity with rules sanctioned by the Lords of the Treasury, has been notified to the Civil Service Commissioners.

3. A fee of 10*s*. will be required from every candidate admitted to the examination.

---

[1] The salaries of Boy Clerks will begin at 14*s*. per week, and will rise by 1*s*. per week per annum as long as they are employed.

[2] It is desirable that this permission should be produced at least one week before the date of the competition.

4. Candidates must be over 15 and under 17 years of age on the first day of the Competitive Examination.

5. The subjects of examination will be as follows :—

	Maximum of Marks
1. Handwriting	400
2. Orthography . . .	400
3. Arithmetic, including Vulgar and Decimal Fractions . . .	400
4. Copying MS. (to test accuracy) .	200
5. English Composition . . .	200
6. Geography	200

No candidate will be eligible who does not satisfy the Civil Service Commissioners of his competency in Handwriting, Orthography, and Arithmetic.

The number of persons to be selected at each examination will be published as part of the notice of every such examination.

6. A list of the competitors will be made out, in the order of merit, up to this published number, if so many are found by the examination to be qualified for appointments in the Civil Service.

7. Each competitor named in a list will remain thereon until he attains the age of 19 years, unless in the meantime he has been appointed to a situation in some public office.

Boys on completing the 19th year of their age, or on receiving appointments, will be removed from the list.

8. From these lists the Civil Service Commissioners, on the application of Departments having vacancies, will supply, on probation, the requisite Clerks, whether for permanent or temporary duty. Selections will, as a general rule, be made by the Civil Service Commissioners according to the order of the names on the list; but the Civil Service Commissioners may select any Clerk who, in his examination, has shown special qualifications in any particular subject, if special application for such a Clerk be made by any Department.

9. No Clerk will remain more than one year in any Department unless at the end of that time the Head of the Department

shall signify in writing to the Civil Service Commissioners that the Clerk is accepted by the Department. If he is not accepted, the Department will report to the said Commissioners the reasons for not accepting him; and such Commissioners will thereon supply another Clerk in his room, and will decide whether the name of the rejected Clerk shall be struck off the lists, as unfit for the Service generally, or whether he shall be allowed a trial in another department.

10. Boy Clerks will not be retained as such in any Department after completing their 19th year; but they may, after two years (or, if admitted after 17 years of age, one year) of good service, to be certified in writing by the Head of their Department to the Civil Service Commissioners, compete under 'Regulation II.,' among themselves, for so many Men Clerkships of the Lower Division as shall not exceed one fourth of the number of competitors.

Separate lists will be made out of the Competitors successful in the limited competitions, and selections for appointments to Men Clerkships will (subject to Regulation 9) be made alternately from these lists and from the lists of Competitors successful in the open competitions.

The advantages of such an opening into the Civil Service as are afforded by the above scheme are manifest, and will commend themselves to the consideration of parents. To give a boy a good start in life is, in these hard and over-populous times, admitted to be a serious task. The expense of the higher professions, the excessive number and poor pay of commercial clerks, the severe competition in trade, the strain of long unremunerated apprenticeships, the precarious conditions of mechanical labour,—all these and many more considerations make it a hard matter to choose and provide a comfortable and promising career for a boy. But by the adoption, on the recommendation of Dr. Playfair's Commission, of the above modification of the colonial system of Government cadetships, a highway is opened

from our schools to the Civil Service. The pay of Boy Clerks is stated above. They are employed not more than six or seven hours a day, they are allowed a regular holiday, and their position on the staff of the Civil Service is respectable and assured. Thus the boy who compasses this opening will not be overworked, he will meet with few undesirable influences, he will be treated with consideration, his position will be comfortable and remunerative, and he will have abundant leisure to qualify himself for the definite prospects before him.

The examination for Boy Clerkships does not extend beyond the ordinary English course of a middle-class school. It is agreed, however, that in consequence of the searching questions, the close and severe competition, and the high standard of excellence necessary for success, the Civil Service examinations are so difficult that a candidate, without special careful preparation, could have small hopes, even though he were excellently primed with the rote-lore of school education.

In the competition of February, 1880, for 41 Boy Clerkships, 193 candidates presented themselves, of whom no less than 88 were disqualified in the essential subjects, and 64 more failed to secure a place. The first successful candidate obtained 84 per cent. of the maximum of marks, and the last obtained as much as 71 per cent.; while, although the total of marks obtainable was 1,800, the difference between each of the 41 successful candidates averaged only 5 marks, and *in* 13 *cases the difference was only* 1 *mark.*

These results, as compared with those of an examination for the same class of situation held one year previous, show an increase of 80 in the number of candidates, and of 8 per cent. in the marks of the 41st place.

Looking now at the results of the latest examination

of this class, held on the last days of 1880, we find that the competition has grown still keener. The number of candidates on this occasion had increased to 287, of whom 97 failed to qualify in one or more of the obligatory subjects, and 145 more failed to secure a successful place. The marks of the 1st successful candidate had advanced to 90 per cent., and those of the 41st to 7 per cent., while *in the case of* 16 *of the successful candidates the difference between each was only* 1 *mark.*

This increase in the number of competitors, with its attendant elevation of the standard of success, is likely to progress still further, and consequently the difficulty of securing a successful place will probably become greater at every succeeding competition.

The various subjects of examination for Boy Clerkships, above set forth, are treated in following chapters of this work. Where this examination is not mentioned particularly, it must be borne in mind that remarks upon a subject common to the competitions for Men Clerkships and Boy Clerkships are applicable to both.

Boy Clerks have the privilege, after two years' service, of competing among themselves for a certain proportion of the vacancies announced at competitions for Men Clerkships. The advantage of this will be seen from the fact that at the competition of May, 1880, for instance, the second successful candidate in the Limited Competition only obtained sufficient marks to place him 57th in the Open Competition; that is, 8 places below the last successful candidate there.

Regulations (issued May 22, 1876, *and amended by Notice in the 'London Gazette' of September* 12, 1879) *respecting Competitive Examinations, held under the Order in Council of February* 12, 1876, *for Men Clerkships in the Lower Division of the Civil Service.*

The Salaries, &c., of Clerks of the Lower Division are stated in the Order in Council of February 12, 1876, as follows:—

The salaries of Men Clerks in the Lower Division will commence at 80*l.*, and will rise by triennial increments of 15*l.* to 200*l.* Provided that in any office in which a regular attendance of seven hours a day is required, the commencing salary may be 90*l.*, and the maximum salary may be 250*l.*

The triennial increments of salary to Men Clerks shall not be allowed in full without a certificate from the immediate superior of each Clerk, countersigned by the Head of the Department, or by such officer as he may designate for the purpose, to the effect that the Clerk's conduct has been in all respects satisfactory. In cases of demerit, a part or the whole of the increment may be withheld, or deferred, according to circumstances.

Extra pay, not exceeding 100*l.* per annum, may be attached to certain situations open to Clerks of the Lower Division whose duties involve the superintendence of other Clerks, or are otherwise of a more distinctly responsible character than such as the generality of their colleagues have to perform. The number of such situations in each Department, and the amount of extra pay, subject to the maximum of 100*l.*, to be assigned to each such situation, will be fixed by the Head of the Department, with the consent of the Commissioners of the Treasury.

Situations carrying extra pay will be conferred strictly according to positive merit, and not according to seniority.

Promotion from the Lower to the Higher Division of the Service will not be made without a special certificate from the Civil Service Commissioners, to be granted exceptionally, after not less than ten years' service, upon a special recommendation from the Head of the Department, and with the assent of the

Treasury; and every such promotion, including such recommendation, certificate, and assent, shall be published in the *London Gazette*, and shall take effect only from and after the date of such publication.

1. Competitive examinations of candidates for Clerkships in the Lower Division of the Civil Service will be held from time to time at such places as may be deemed expedient.

2. These examinations are open, under such general restrictions as may be laid down, to all natural-born subjects of Her Majesty, being of the prescribed age and of good health and character. The undermentioned restrictions are at present in force:—

(i.) The following classes of persons are ineligible; viz.,
(*a*) Persons actually serving in the Army and Navy.
(*b*) Persons who have previously succeeded at an examination for the same situation or class of situations.

(ii.) The following classes of persons will not be eligible unless they shall have produced to the Civil Service Commissioners, before the date of the competition, the written permission of the authorities of their Department to attend the examination: viz., (*a*) Persons holding situations in the Civil Service, (*b*) Members of the Royal Irish Constabulary of less than 12 years' service, (*c*) Apprentices and Engineer Students in Her Majesty's Dockyards.

(iii.) Persons who have been trained in Normal Schools at the public expense will not be qualified to receive appointments until the consent of the Committee of Council on Education (Great Britain), or the Commissioners of National Education (Ireland), as the case may be, given in conformity with rules sanctioned by the Lords of the Treasury, has been notified to the Civil Service Commissioners.

(iv.) In reckoning age for competition the following allowances will continue to be made as heretofore, viz., (1) members of the Military and Naval Services (whether commissioned or non-commissioned) may

deduct from their actual age any time during which they have served; (2) persons who have served for two full consecutive years, (*a*) in any Civil situation to which they were admitted with the Certificate of the Civil Service Commissioners, (*b*) in the Royal Irish Constabulary, or (*c*) as Registered Copyists in connection with the Civil Service, may deduct from their actual age any time not exceeding five years which they may have spent in such service.

3. A fee of 15*s.* will be required from every candidate attending a Preliminary Examination, and a further fee of 5*s.* from every candidate admitted to the Competitive Examination.

4. Candidates must be over 17 and under 20 years of age on the first day of the Competitive Examination.

5. The subjects of examination will be as follows:—

	Maximum of Marks
1. Handwriting	400
2. Orthography	400
3. Arithmetic	400
4. Copying MS. (to test accuracy)	200
5. English Composition	200
6. Geography	200
7. Indexing or Docketing	200
8. Digesting Returns into Summaries	200
9. English History	200
10. Book-keeping	200

No candidate can be admitted to the competition who has not previously satisfied the Civil Service Commissioners that he possesses the requisite amount of proficiency in Handwriting, Orthography, and Arithmetic (including Vulgar and Decimal Fractions). With this view, Preliminary Examinations in these subjects will be held at such times and places as the Commissioners may appoint. Application for permission to attend one of these Preliminary Examinations must be made in the writing of the candidate at such times and in such manner as may be fixed by the Commissioners.

6. The number of persons to be selected at each examination

will be published as part of the notice of every such examination. A list of the competitors will be made out, in the order of merit, up to this published number, if so many are found by the examination to be qualified for appointments in the Civil Service.

7. Each competitor named in a list will remain thereon until he attains the age of 25 years, unless in the meantime he has been appointed to a situation in some public office.

Candidates on completing their 25th year, or on receiving appointments, will be removed from the list.

8. From these lists the Civil Service Commissioners, on the application of Departments having vacancies, will supply, on probation, the requisite Clerks, whether for permanent or temporary duty. Selections will, as a general rule, be made by the Civil Service Commissioners according to the order of the names on the lists; but the Civil Service Commissioners may select any Clerk who, in his examination, has shown special qualifications in any particular subject, if special application for such a Clerk be made by any Department.

9. No clerk will remain more than one year in any Department unless at the end of that time the Head of the Department shall signify in writing to the Civil Service Commissioners that the Clerk is accepted by the Department. If he is not accepted, the Department will report to the said Commissioners the reasons for not accepting him; and such Commissioners will thereon supply another Clerk in his room, and will decide whether the name of the rejected Clerk shall be struck off the lists, as unfit for the Service generally, or whether he shall be allowed a trial in another Department.

The competition for Men Clerkships in the Civil Service is now very severe, the number of candidates in each examination amounting generally to near 350.

At the open competition of May, 1880, in which there were 49 vacancies to be filled, the first successful candidate obtained 82 per cent. of the maximum total marks, while the 50th or 1st unsuccessful candidate earned 71 per cent.—an average which in an ordinary pass examination

would be judged good, and would ensure meritorious success. Between the 1st and 6th successful candidates, where the difference of marks is always greatest, it amounted to 146; while between the 6th and 50th places there was only a difference of 140 marks; that is, an average of about 3 marks. *In 24 cases there was only a difference in each case of* 1 *mark*; that is, 24 places were decided by 24 marks; and the 50th candidate only lost a successful place by 1 mark.

When it is remembered that the total maximum of marks is 2,600, it will be observed how very keen the competition is in these examinations.

When it is noted that the loss of 1 mark out of 2,600 may prevent a candidate obtaining a successful place, it will be seen how true and applicable are our remarks on the necessity of fully understanding the subjects of examination and the nature of the tests applied.

Few candidates are successful in their first attempt, when as a rule they have but an imperfect apprehension of the technical subjects of the examination, and considerably underrate the severity of the test applied.

It is for the purpose of supplying the candidate with this knowledge, and of guiding him in his preparatory studies by pertinent hints and practical illustrations, that this book is compiled. It would be a wild assumption to pretend to compass in a work of this nature complete tuition in every branch of the examination. We can only point out to the student the course which his studies should take, the text-books which have been proved by experience to be most serviceable, the methods which are most reliable and most conducive to success, and the important points of the competition. In the course of our work, we have taken every possible opportunity of giving those practical hints which actua

experience alone can prompt. These little things make up the sum of success; and it is agreed by those who know, that the chief benefit to be derived from the most successful coaching consists in the persistent and impressive communication of seasonable words, or what our sporting friends would term *opportune tips*.

The several subjects of examination are treated in the following pages according to their relative importance, and with due regard to the aim of this work. We have furnished supplementary chapters bearing more particularly on the general conduct of the candidate's studies, on coaching and other collateral matters, and on the incidents of the examination itself. Our specimen papers are carefully selected from the published reports of the Civil Service Commissioners, and we must remind the student that from those sources as well as from the collected papers now published after each examination (to be obtained of the Queen's Printers) much valuable practice and guidance can be obtained.

We hope that this work will prove a true and reliable guide to candidates who are only about to begin their studies as well as to those who are advanced enough to recapitulate their work; and we trust that it will in some degree satisfy the want of proper practical guidance which has long been felt in the many middle-class schools where the Civil Service curriculum is supposed to be taught.

CHAPTER II.

HANDWRITING, ORTHOGRAPHY, AND COPYING MANUSCRIPT.

HANDWRITING.

True ease in writing comes from art, not chance,
As those move easiest who have learnt to dance.

When Alexander Pope sang thus, he was referring to the noble art of rhetoric; but his words are just as applicable to the useful accomplishment of penmanship. In handwriting, as in everything else, practice alone brings perfection. It is necessary, however, in the first place, that certain sound principles and common-sense views should direct that practice. Of all necessities of Civil Service coaching, perhaps the most repugnant to a man is that of learning to write and spell. Yet there can be nothing more important, nothing so conducive to success, as the correct acquisition and proper practice of these elementary accomplishments. The neglect of them is always attended with failure; for they are essential subjects in every Civil Service examination, and they are judged not from particular exercises, but from all and each of the papers which are submitted to the examiner. The last mentioned fact must be borne in mind; and indeed it will explain the failure of many candidates who acquit themselves admirably in a dictation or copying exercise, but who, then imagining their test in that particular subject to be ended, render their other papers in a carelessly spelt and intolerable

scrawl. The Civil Service examiners state particularly, in each exercise set by them, that *special attention should be paid to handwriting and spelling*; and the candidate who is obtuse or careless enough to ignore this explicit piece of advice simply throws away his chance.

It is not my purpose here to relegate the reader to a course of pothooks and hangers, or to set him to copy a series of dreary truisms virtuously exemplified in irreproachable copper-plate. Let it be granted that his pothooks are beautiful and his morality sublime. *Hinc canere incipiam.*

The student will allow that, since the whole accomplishment of penmanship depends on the correct and rapid formation of six-and-twenty different letters, the first, the chief, and almost the sole requirements are facility and exactness in reproducing and combining these few elements. But he must first have a clear apprehension of the true signification and use of handwriting. A man does not use his pen ordinarily for the purpose of ornament: he uses it for the purpose of communicating or perpetuating his thoughts. Hence the best penman is he who makes his pen an obedient servant to his brain, who has trained his hand to be an able attendant on his thoughts, and who, in the process, has such reliance on the skill of the agent which records his thoughts that he can concentrate his consciousness entirely on the thoughts themselves. He who, while he composes, garnishes the written expression of his thoughts with complex curves and ornate flourishes, knows neither the nature of authorship nor that of penmanship. What shall we say then of that so-called authoress who, after the completion of a favourite work, boasted that she had written the three volumes with one goosequill?

The student will now perhaps acknowledge that, in the words of the Civil Service Commissioners, *good handwriting consists chiefly in the clear formation of the letters of the alphabet.* The Commissioners particularly deprecate flourishes and all ornamental redundancies of that kind, which, indeed, belong rather to the province of drawing than of penmanship.

In order to form the letters of the alphabet clearly and with facility, it is necessary to have a simple and consistent method. The most reasonable and practicable way of forming the letters is to adhere as closely as the accepted usages of penmanship allow to the Roman characters. And since there will be less difficulty in learning and practising penmanship if the forms to be acquired are as few as possible, it is best, when practicable, to make the capitals of the same fashion as the small letters. Moreover, since facility and correctness can only be acquired by consistency in practice, the same method of forming a letter should always be adhered to. There are however certain cases, which will be noted hereafter, in which two forms of a letter are required for the purpose of ready combination. The author has carefully studied the forms of letters, and having regard to the above important points, his experience justifies him in presenting the form of the alphabet exemplified in the exercises on p. 20 as that which he has found most useful in the practice of handwriting.

Professors of Caligraphy, indeed, take objection to some of the capital forms we have given, which they term *bastard capitals.* They also assert that an attempt to combine all the letters in each word interferes in certain cases with *the completion of the circle,* as their technical parlance puts it. But the pen must serve the

man, not man the pen; and dogmas of art, directed chiefly to the attainment of beauty, must not be allowed to obstruct *utility* in penmanship.

It will be seen that one half of our alphabet consists of capitals and small letters exactly similar; and that in all the other cases the capitals are as nearly alike as practicable to the small letters. It will be further noted that all the characters are made as simple as possible. Thus the variety of forms to be learnt is considerably reduced, and the important point of simplicity is maintained. It has already been shown how essential it is in the first place to have a good alphabet, since the whole practice of penmanship depends upon the correct formation and facile combination of the forms we have selected.

The facility with which the above forms can be clearly combined will now be shown. Let the learner practise the exercise on p. 20, consisting merely of the union of all the letters of the alphabet in their order, until he can accomplish it without lifting his pen. He should not desist from the exercise until he can do it easily and perfectly in half a minute.

The chief difficulty at first will be experienced in combining the alphabet of capitals; but practice will soon show how to dispose the fine upward strokes of union, so as not to mar the perfection and individuality of the letters. Exercise No. 2 may now be practised until equal facility is acquired in its accomplishment.

This exercise will be found of increased difficulty, because some of the capitals cannot be joined to the small letters with facility, except after sustained and patient practice. The learner must exercise his ingenuity as well as his patience. He must be particularly careful to maintain the simple and characteristic formation of

HANDWRITING—EXERCISES ON THE ALPHABET AND COMBINATION OF LETTERS.

No. 1.

abcdefghijklmnopqrstuvwxyz.

ABCDEFGHIJKLMNOPQRSTUV

WXYZ.

No. 2.

AaBbCcDdEeFfGgHhIiJjKkLlMm

NnOoPpQqRrSsTtUuVvWwXxYyZz.

each letter. When he can do the exercise easily and perfectly in half a minute, he may consider that he is on the high road to that standard of penmanship which the Civil Service Commissioners require.

Let the learner now exercise himself in combining long strings of the above letters in irregular order. He will find it desirable to exercise all his ingenuity in making the most difficult combinations possible, so as to test his powers to the utmost. He must not quit a difficult combination until he has thoroughly mastered it, and he must persevere in this practice for days, not for hours. At length he will find himself well repaid for the time thus spent, for he will have acquired facility and correctness alike in forming the letters and in combining them. And since words are made up of combinations of the forms he has practised, and those combinations not the most difficult, he will now find himself able to write quickly and clearly,—in short, according to the directions and requirements of the Civil Service Commissioners.

Before proceeding further, it is necessary to recur to the alphabet for the purpose of explaining the two forms of the small *r*. Few writers seem to understand the virtue of this double form, and why it is necessary. A little practice will soon, however, satisfy the penman that it is impossible to form correctly one of those two forms after certain letters. Yet most writers use them indiscriminately or stick to one on all occasions. Let the learner note now that it is impossible to form perfectly the upward *r* (the first of the two forms in Exercise No. 1) after the downward *r*, for instance, as is shown in Exercise No. 2; and that the downward *r* written rapidly between *c* and *i*, for instance, becomes very indistinct. It must be remembered that when two

forms out of 26 are wrongly practised, the whole of the penman's handwriting is marred by the constant recurrence of imperfect letters. The following is the rule for the use of the double form:—

r, written *downward*, is used after b, f, o, w, v. *Examples*—broad, free, ordain, wring, sovran.

r, written *upward*, is used after all other letters.

A difficulty is sometimes experienced in making combinations with *o* and letters in which that form is embodied. It must be remembered that the point of completion and union in these letters is at the top, and that there is no need to carry the pen half way round the letter again in order to strike the line of union from the right hand side. If the learner is awkward in this respect, he should practise words like the following until he overcomes his difficulty: *dad*, *goad*, *aggravate*, *age*.

Care must be taken to form the letter *e* correctly. In quick writing, especially if a thick pen be used, the loop is very liable to become filled up with ink, and thus is formed what is termed 'a blind *e*,' an imperfection which has the appearance of an undotted *i*, and which is severely viewed by the Civil Service Commissioners. Other serious faults are the omission of the dots from *i* and small *j*, and of the cross from the *t*. The feminine uncrossed *t* should never be used: it may be mistaken when in combination with other letters for an imperfect *l* or other tall character. Great care should be taken to avoid these faults, which brand the handwriting in which they occur as negligent and imperfect.

Let the student exercise himself on the lines thus laid down, and he cannot fail to become a good writer.

We shall now consider *Style*.

The best style of handwriting is good writing. Let us remark also that there is always more character in

the simplest style than in the most elaborate. Correct simplicity will carry the stamp of a writer far more plainly than curvilinear elaboration, if I may so illustrate a fault by its description. The student must beware of studiously affecting a style. It is desirable that he should have certain well-chosen models from which to fashion the general character of his handwriting. But if he attempt a servile imitation of a particular style he will fail, simply because his individuality is not the same as that of any other mortal. The student must in the main devote his energies to writing well and quickly, according to the instructions already given. After persevering practice, he will soon find that his writing begins to acquire a certain individuality. But as, which I have before argued, the best penman is he who has such control over his pen and such trust in it, that he need not be studious about its action, but can concentrate his mind on the thoughts which it is recording; so, individual character is stamped upon the penmanship unconsciously, because the impress proceeds from the mind, and when the mind is most active, and the action of the pen therefore most absent from the thoughts, the impress is most manifest. Let the student who is inclined to bemoan the want of character in his handwriting remember this argument; let him bear in mind that the pen is the servant of the brain; and then he will not attempt the silly affectation of investing his handwriting with a studied character, thereby palming off the vagaries of his pen for the individuality of his mind, a fraud which must be inconsistent and inconstant, and which interferes with speed in handwriting.

So much has been said on this head because, undoubtedly, when the accomplishment of writing well and quickly has been acquired, it becomes necessary to

consider style of handwriting; and the best style is that which proceeds naturally from a writer's individuality. And, for the very reason that until a man writes well he cannot forget that he is writing, it is necessary before all things to acquire the power of writing well. Character will naturally follow; and character is style.

It is a grave fault of the best Civil Service coaches that they insist on their students moulding their handwriting after a particular model. They will not allow that when a man has learnt to write well, he may be safely permitted to acquire his natural style, and that thereby he will sooner and more easily gain rapidity and grace. Therefore it is that a transparent kind of handwriting, stilted, and devoid of character, is generally recognised as *the Civil Service Hand.* The Civil Service Commissioners require *clearness*, *compactness*, and *speed*, but they do not reprehend grace and style, which are quite compatible with those requisites, are indicative of education and breeding, and are, moreover, acquisitions as natural and as constantly characteristic as the tone of a man's voice, which may be recognised instantaneously amid the clamour of a crowd and after the lapse of years.

Enough has now been said on this head, we trust, to lead the learner into the right lines.

We have remarked that it is desirable that the student should have certain well-chosen models, in the first instance, from which to study the kind of handwriting approved by the Commissioners. We now append certain specimens of handwriting which have been so approved, and we shall remark briefly on each.

HANDWRITING—SPECIMEN No. 1 (190 *marks out of* 200; 360 *out of* 400).

I am directed by the Civil
Service Commissioners to acquaint
you that at the recent Competition
for Boy Clerkships of the
Lower Division you obtained

HANDWRITING—SPECIMEN No. 2 (190 *marks out of* 200).

and talk matters over

Really my marks are so

astounding, that I want your

opinion on sundry points to

clear up mysteries just now

insoluble to me.

HANDWRITING—SPECIMEN No. 3.

I am directed by the Lords
Commissioners of Her Majesty's
Treasury to acknowledge the
receipt of your letter of the 17th
ultimo asking on behalf of Mr
James Johnson whether a person

HANDWRITING—SPECIMEN No. 4.

Bright as the scene was; fresh and full of motion, airy, free, and sparkling, it was nothing to the life and exultation in the breasts of the two travellers at sight of the old churches, roofs, and darkened chimney stacks of home.

HANDWRITING—SPECIMEN No. 5.

letter of the 6th instant, I
beg leave to State that,
on receipt of your Communication
of the 23d July last, a form
of reference was in Compliance
with your request; sent to

SPECIMEN No. 1.

This specimen, which was written at the ordinary rate of speed, very fairly exemplifies our remarks. It will be noted that with all the requirements of the Civil Service Commissioners it combines a certain characteristic style.

SPECIMEN No. 2.

In this handwriting there is an apparent tendency to carelessness and clipping down. Moreover, the two forms of the small *r* are here used indiscriminately. Nevertheless, every letter in the specimen is distinct; and the style is very rapid, and decidedly characteristic.

SPECIMENS Nos. 3 AND 4.

These examples were written very rapidly and without especial pains. Yet their every letter will bear scrutiny, and although plain, they possess a decided and constant character. But in No. 4 it will be noted that only one form of the small *r* has been used, and that consequently where that form is unsuitable the letter is imperfect. Another grave fault is the want of union which in many instances exists between the letters of a word. *The pen should never be lifted until the word is complete*, otherwise rapidity and compactness cannot be readily acquired.

SPECIMEN No. 5.

This is an extremely rapid and strongly characteristic style; and, although rather negligent, it is very

clear. The student must take care, however, to avoid the tendency to incompleteness of form which is here apparent; and we cannot recommend the artificial form of the small *f* which is here used.

Our object in furnishing various specimens of handwriting would have been defeated if we had obtained them expressly for the purpose, since they would then in all probability have been slow and unnatural. The specimens supplied, however, have been executed unconsciously and rapidly; and as the penman in each case has earned the high approval of the Civil Service Commissioners, we trust that our remarks could not have been more fairly illustrated.

The student must remember that *good handwriting consists chiefly in the correct formation of the letters of the alphabet*, that *rapidity and facility of execution are essential*, that these can only be acquired by practice, and that style and character are the natural consequents of the skill and confidence which practice affords.

The required practice can be best acquired during the study of various other subjects, such as copying MS., Orthography, and English Composition. This will be especially noticed when we treat of these subjects.

It is important for the candidate to remember that in the Lower Division examination 400 marks are apportioned to handwriting; and that besides this specified value, its influence extends over all the written exercises. Moreover, it is one of the three essential subjects, failure in which signifies absolute defeat. So many marks may be made by the proper practice of this simple subject, and it is such an important element in the other papers—particularly in those of copying

MS., Orthography, and English Composition—that it is hoped the candidate will pay particular attention to the rather lengthy remarks which we have considered necessary.

We append two of the exercises in COPYING TABULAR STATEMENTS given by the Civil Service Commissioners as a test in handwriting.

In doing these exercises the candidate must be careful, in the first place, to *judge the space* which will be required to copy the letter-press above and below the table of figures. If he commence too hurriedly, or before he has estimated the amount of space required, and its application to that at his disposal, the result will most probably be a very untidy exercise. It must be remembered that this part of the examination in handwriting is *to test neatness and accuracy*. In many cases the exercise given is not adapted to the space available, about ¾ths of a folio page, on the form and paper supplied; and it will be for the candidate to obviate this difficulty by his own ingenuity and good judgment. As a general rule, we advise the candidate to write small from the commencement of this exercise, taking care however to enlarge his handwriting when capitals and words of obvious importance appear to demand it. He should write quickly though carefully, and he will not find it very difficult to finish the exercise in the time allowed. He must be particular in reproducing all the capitals and stops, and in placing the figures under each other in regular columns. To sum up, the principal points to be observed in this exercise are neatness, rapidity, and accuracy; and the latter should be so perfect as to make revision unnecessary, for any corrections will considerably mar the appearance and merit of the exercise. The candidate is

generally required to head the paper furnished for this exercise with his name and address, written in text-hand. This is part of the examination, and should therefore be carefully performed.

Exercise I.

Copy, on the form supplied, as much of the following, including the table of figures, as you can in half an hour, taking care to write as well as you can.

Shipping and Navigation.

1878.

NUMBER and TONNAGE of STEAM VESSELS, including their repeated Voyages, that entered with Cargoes from various Countries, at Ports in the United Kingdom, distinguishing Foreign from British Vessels.

Countries whence entered	British		Foreign		Total British and Foreign	
	Vessels	Tons	Vessels	Tons	Vessels	Tons
Russia: Northern Ports	789	560,414	158	92,488	947	652,902
" Southern Ports	366	287,002	15	13,366	381	300,368
Sweden, Norway, and Denmark	383	251,326	724	340,233	1,107	591,559
Holland (including Dutch West India Islands)	1,914	779,556	618	389,309	2,532	1,168,865
Germany . . .	1,884	964,003	660	392,942	2,544	1,356,945
France (including Algeria)	5,532	1,418,077	390	145,255	5,922	1,563,332
Total . . .	10,868	4,260,378	2,565	1,373,593	13,433	5,633,971

It will be seen from the above that the trade from Russian Ports in British vessels is very considerable, the total tonnage from either the Northern or Southern Ports exceeding the aggregate of the corresponding trade from Sweden, Norway, and Denmark. On the other hand, the number and tonnage of Russian vessels is far below that of the three other Northern Nation-

alities taken together. A similar but even more striking disproportion between the numbers of British and Native vessels is seen in the case of France, where out of a total of 5,922 vessels leaving for British Ports, not more than 390 are classed as French.

Exercise II.

At the Court at Osborne House, Isle of Wight, the 4th day of February, 1869.

Present:—The Queen's Most Excellent Majesty in Council.

Whereas there was this day read at the Board a memorial from the Right Honourable the Lords Commissioners of the Admiralty, dated the first of February, 1869, in the words following, viz.:—

'Whereas, by Your Majesty's Order in Council, dated the 14th of January, 1869, certain alterations have been authorised in the Constitution of the Board of Admiralty, including the merging of the office of the Controller of the Navy into that of Third Lord: we beg leave most humbly to represent to Your Majesty that this measure has rendered it advisable to make corresponding changes in some of the offices, together with the salaries and allowances attaching thereto, as set forth in the following Table:—

NAME OF OFFICERS	PRESENT SALARIES AND ALLOWANCES	FUTURE SALARIES
	£	£
Director-General of Naval Ordnance	1,456	1,000 456 Half-pay
Chief Constructor	1,000	1,260
Engineer in Chief	900	Place abolished
Engineer Assistant	550	600
Valuer and Inspector of Dockyard Work	700	Place abolished
Master Shipwright, Portsmouth	700	Place abolished
Professional Secretary to Chief Constructor	—	550
Assistant Master Shipwright, Chatham	400	Place abolished
Chief Engineer, Portsmouth	650 365 Allowances	Place abolished
Assistant Engineer	400	500

ORTHOGRAPHY.

A bad speller may have the honour of being compared to a poet: he is born, not made. In some cases this is indisputable. We can all call to mind instances of this fact. To candidates who are afflicted with this infirmity we can only say, *Nil desperandum.* We cannot charm their birthright away. If they intend to pass the Civil Service examination, they will be able, by the might of their own indomitable perseverance and will, to surmount their stumbling-block. Almost everything is possible to the man who perseveres. There are only a certain number of hard words in the English language, and by care and patience their correct orthography can be at length acquired. Infirmity in this respect is often the result of a failure to understand the true nature of orthography. Where this is the case, the student must *go to the root of the matter*; he must study that radical derivatives of that classic element which predominates so greatly in our language. He must, in fact, extend his studies to philology; and although this may at first appear to entail extra labour, it will prove, in the event, the quickest, simplest, and surest way of learning to spell correctly, while much satisfaction will be experienced in the interesting processes by which his difficulties are thus enlightened. This advice may well be taken by all who wish to acquire perfect orthography. The subject is an essential and a most important one in all Civil Service examinations, and it is worth a little intelligent study. Where bad spelling proceeds from defective education, as it generally does, no better plan than the above can be recommended; to attempt to remedy the evil by mere mnemonic exercises and parrot repetition is unsure and

generally unsuccessful, or, if temporarily successful, inconstant.

The student who finds it advisable to pursue the course we have recommended will do well to read carefully, but not too deeply, Earle's *Philology of the English Tongue* (Macmillan & Co., Clarendon Press Series) and Bain's *English Grammar* (Longmans, Green, & Co.). He can at the same time make this reading bear upon his studies in English Composition, so that it will prove doubly advantageous.

For the purpose of practising and perfecting his orthography, the student should choose some good literary production which he can read with profit. For the sake of economising time, we recommend that the text-books in History should be used for this purpose, as well as for the study of the subject which they immediately concern. These text-books are, as we have elsewhere said, Hallam's *Middle Ages*, Hume's *English History*, and Macaulay's *English History*. It will not be necessary to go beyond these authors to find the most difficult and ponderous words in our language. In the course of reading History the student will encounter them; and his plan must be to invariably note them, either in a book kept for the purpose, or by underlining them. He should then refer to an etymological dictionary for the derivation and meaning of these words, which he should now again observe in their relation to the context. This course should be followed *always*; a hard word or one imperfectly understood should never be overlooked. By this method, which calls for little additional expenditure of time, the correct spelling and true meaning of words will be acquired more surely and indeed more rapidly than by committing to memory long strings of crackjaw names, explained only by dreary dictionary definitions.

There are many words in the English language which, though simple in themselves, are, from being duplicate in sound yet singular in signification, serious difficulties to the uncertain speller. There is an admirable little work called *A Handy Book of English Spelling* (Crosby Lockwood & Co.), which gives a complete list of all such words, and warns the learner how to avoid the pitfalls which they occasion. We recommend the candidate to provide himself with a copy of this work, and to make himself master of its contents.

The test in Orthography at the Civil Service Examinations consists of two exercises in dictation, each of a half-hour's duration. The passages dictated are generally chosen from the works of Hallam or Macaulay, or from the descriptive portions of Scott. The examiner first reads the selected passage, in order to give the candidates an idea of its import. He then dictates it, and finally he again reads it, to give the candidates an opportunity of correcting, punctuating, and completing their work. A specimen of the passages usually selected is subjoined; and it will be seen that rapid writing is necessary, as the time occupied by actual dictation is not more than 20 minutes. The candidate should take pains to understand every word as it is dictated; he should put down no words on speculation, but if he is not certain that he has correctly heard the examiner, he should at once request him to repeat his words. If a word is encountered of which, by reason of its novelty, or from any other cause, the spelling is not known, or is at the moment forgotten, the candidate should refrain from worrying or confusing himself about it, and should certainly avoid the disastrous error of a speculation; his best plan will be to leave a space, in case he should recognise the word or remember the spelling at a sub-

sequent stage of the exercise. He must remember that at any rate an omission is not so bad as an orthographical mistake. We must impress upon the candidate the necessity of paying particular attention to *punctuation*, an element in the exercise which is too often disregarded.

Handwriting is an essential part of the exercises in dictation; but concerning that subject we refer our reader to the earlier portion of the present chapter, where it is particularly treated.

Specimen of Dictation.

The government of England, in all times recorded by history, has been one of those mixed or limited monarchies which the Celtic and Gothic tribes appear universally to have established in preference to the coarse despotism of Eastern nations, to the more artificial tyranny of Rome and Constantinople, or to the various models of republican polity which were tried upon the coasts of the Mediterranean Sea. More fortunate than other countries, England had acquired in the fifteenth century a just reputation for the goodness of her laws and the security of her citizens from oppression. The essential checks upon the royal authority of Henry VII. were five in number. 1. The King could levy no sort of new tax upon his people except by the grant of his parliament, consisting as well of bishops and mitred abbots or lords spiritual, and of hereditary peers or temporal lords, who sat and voted promiscuously in the same chamber, as the burgesses of many towns and less considerable places, forming the lower or commons' house. 2. The previous assent and authority of the same assembly were necessary for every new law, whether of a general or temporary nature. 3. No man could be committed to prison but by a legal warrant specifying his offence; and by an usage nearly tantamount to constitutional right, he must be speedily brought to trial by means of regular sessions of gaol delivery. 4. The fact of guilt or innocence on a criminal charge was determined in a public court, and in the county where the offence was alleged to have occurred, by a jury

of twelve men, from whose unanimous verdict no appeal could be made. Civil rights, so far as they depended on questions of fact, were subject to the same decision. 5. The officers and servants of the Crown, violating the personal liberty or other rights of the subject, might be sued in an action for damages to be assessed by a jury, or, in some cases, were liable to criminal process; nor could they plead any warrant or command in their justification, not even the direct order of the king.

A test of a peculiar kind was formerly a feature of the orthographical examination. It consisted of a passage in which almost every word was wrongly spelt, and it was the candidate's task to rectify this outrage on the English language. A specimen of this exercise is appended.

The master will be justefyde in taking this steppe by any exebition of morrell turpetude on the part of the servent; for instense, by the parswasion of an apprentiss to elope; by a refeusle to obay lawful orders; and by unwarentible absanse from dewtey. But a meer tempurrurry absanse wethout leive, envolving no emorrell perpuss, apeers not to be a sufishant growND for desmisle, ispeshaly if the master's bisnis be not seeryusly empeeded. Where a clarke, imploied to make entrys in the minnit book of a cumpeny, entered a protest against a summons for the apointment of a sucsesser to himself, it was held that a jewry were justefyde in finding this to be a sufishant cause for his desmisle.

Latterly this grotesque part of the examination has been withdrawn; and probably the Civil Service Commissioners will never again consider it necessary to commit an assault on the English language in order to test a candidate's intimate knowledge of it.[1] The student will often meet with books which profess to coach him in orthography by drawing him through a mass of

[1] In some of the examinations for other situations in the Civil Service, we find this kind of exercise is still given.

exercises such as we have exemplified. Let him eschew them. If, however, an examiner should ever require from him a test of this nature, he must hurry through it with rapid pen and ready will, scarcely noting a word except to recognise its true form, and never pausing, on any excuse; for if he hesitates, he is lost.

Copying MS.

This subject, to which 200 marks are allotted in the Lower Division Competition, is designed for a test of the candidate's power of writing quickly, of his familiarity with the English language and the usages of official correspondence, and particularly of his common sense. In many of the old examinations held by the Civil Service Commissioners, *General Intelligence* was constituted a separate and important subject. We may now consider it to form part of the exercise in Copying MS. Handwriting also is evidently a chief element in this subject: for instruction on that point we refer the student to our previous remarks. It may be observed that this subject, if a proportion is made between the time it occupies and the marks allotted to it, is more telling than any other. In one brief half-hour the candidate can earn as many marks as in the other subjects would take him two or three hours to gain.

A difficulty is sometimes experienced in procuring the means of practising this subject. The student's best plan will be to refer to the published reports of the Civil Service Commissioners, which nearly all contain one or more specimen papers in Copying MS. The examination papers of the last few years have, as we have said elsewhere, been published separately; these

also will furnish the student with the required exercises. Probably he may possess a friend who has had some experience in the correspondence of a public office, and who will furnish him with manuscript of a character similar to the specimens given in the examinations. By one of these means, if not by all of them, the student will surely be able to practise himself in this subject.

We append an examination-paper similar to those given in the Lower Division competition. The MS. given in the competition for Boy Clerkships will be found much easier. Where so much depends on the common sense of the candidate, it is not easy to give any particular advice. The instructions at the head of the exercise must be carefully noted and followed out. The fair copy should be written on one side only of the paper supplied, and a margin should be kept of the width at least of a quarter of the page. The separation of sentences and paragraphs, the punctuation, and the general form of the exercise, are matters which are left to the candidate. Particular attention should be paid to them, and, in short, the whole copy should be rendered as neatly, as distinctly, and as correctly as possible.

It is impossible to give any definite instructions as to the abbreviations usual in these exercises. Different writers differently abbreviate. But in all cases the characteristic consonants are retained in the shortened form, and to these the candidate must look for the clue to the word. The candidate will find it necessary to write rapidly, and he must not fritter away his time by pondering over a particular difficulty. If he encounter a very obscure scrawl or abbreviation, he should leave a space and hurry on. When he has finished the exercise he will be able to reconsider the obscurity, and probably from the light afforded by the context, or

possibly by a recurrence of the abbreviation in a less difficult form, he will then be able to understand it. The candidate should not attempt to peruse the whole of the MS. before he begins to copy it, as this would occupy too large a proportion of the time allowed; but he should carefully examine every sentence as he tackles it, and should make sure that he understands the true sense of all the words, as well as the general idea which it conveys. Above all things he should avoid writing rubbish; when he cannot make any sense of an obscure word he should leave a blank.

Explanation of the Specimen MS.

Extracts from a Report on the subject of the Metropolitan Police Courts.

The great increase of the work of the courts—arising from the number of summonses taken out by the officers of the School Board, Collectors of Rates, and other public functionaries—is becoming a serious hindrance to the ordinary administration of justice. Frequent complaints are made by the School Board of the delays which continually occur in hearing their summonses; while, on the other hand, private persons, particularly of the poorer classes, represent that they cannot get justice done to them.

Under the present system the difficulty appears unavoidable. The Summary Jurisdiction Act of 1879, in empowering Magistrates to deal with many indictable offenders who were formerly committed to Sessions, has thrown much additional work upon the Courts.

The attention of the Home Department has already been directed to this matter, but on account of the conflicting interests which bear upon the question legislation is difficult.

A Report has been made by the Chief Magistrate on the question of the rearrangement of the Metropolitan Police Districts, and possibly a consideration of this matter will afford a means of dealing with the other subject.

Public attention has recently been forcibly drawn to the

method of punishing juvenile offenders. The Home Secretary has, in connection with this question, addressed a circular to the justices sitting at Summary Courts throughout the country. The Reports which have already been received in reply show a great diversity of opinion. The chief point of difference is the imprisonment of children. Whipping—which may now be administered to children under the provisions of the Act of 1879—ought, in the opinion of many justices, to be extended; others represent that this mode of punishment loses its efficacy after a first infliction; while it is generally agreed that the susceptibilities of parents and the uncertainty of public feeling on this matter make it advisable to refrain from making this punishment too common.

The whole question, delicate and difficult as it is, is one of the social problems of our times.

CHAPTER III.

ARITHMETIC.

NEXT to Handwriting, this is the most important perhaps of all the Civil Service subjects of examination. It is the only essential subject of which we have not yet treated, and in the actual number of marks assigned to it, it claims equality with Handwriting and Orthography. The three subjects we have mentioned are together worth 1200 marks in the Lower Division Examination, and this is nearly one half of the total maximum. In Handwriting and Orthography, a great number of intelligent and studious candidates are generally nearly equal in merit, so that it is in arithmetic that the tug of war transpires. And the Higher Arithmetic papers of the Civil Service Commissioners prove stumbling-blocks to so many promising candidates, and affect so strongly the results of the competitions, that the subject cannot be too attentively studied.

Of the maximum number of marks, 400, assigned to Arithmetic, 100 are set apart for Compound Addition. This part of the examination consists generally of a paper of six long compound addition sums (which the fondness of candidates has distinguished by the pet name of 'tots') and 18 cross 'tots.' A specimen paper is appended. Quickness and correctness can be acquired

by perseveringly working through a good collection of these exercises, entitled *Johnstone's Civil Service Tots*, which is published by Longmans, Green, and Co., at the moderate price of one shilling. Half an hour should be spent daily at these exercises, until at length the required number can be accomplished correctly in the stipulated time. The work will at first be found very tedious and trying, but perseverance and conscientious practice will soon render it no longer an exercise of constant harassing calculation, but a simple and easy though sustained effort of the memory, which will have mastered all the results which the addition of any two figures out of nine can produce.

In working the paper at the examination, the candidate should not stay to prove the correctness of any of the sums until all are finished; because if he obtains a different answer the second time, he will have to make a third addition to see which of the two is correct. Eventually, perhaps, the original answer proves correct; or mayhap the third result turns out different to either of the others, and the candidate becomes flurried and confused. Meanwhile time runs its ceaseless course, and two or three other sums might have been correctly finished. Let the candidate first go coolly and carefully through the paper; afterwards, if he have time and thinks it really useful, he may return and prove the results. But let him beware lest, in trying to rectify them, he make them wrong.

Here we may urge the student always to work silently; and he should economise his time and relieve his powers by discarding unnecessary and confusing details of process. Thus, in adding up the first, for instance, of the following examples, he should not say '10 and 6 are 16, and 11, 27, and 2, 29,' &c., but should

reach his conclusions instantaneously, thus :—'10, 16, 27, 29, 35,' &c. This must be borne in mind in practice, and the plan should be adopted from the commencement.

Specimen Paper. ADDITION.

Add up as many of the columns as you can in the time allowed ($\frac{1}{2}$ an hour), placing the answers in the spaces below the columns.

You are not required to copy out *the sums, but to write the answers in the* spaces *below each column.*

N.B.—*You had better occupy the whole time allowed. No additional marks will be given for rapidity.*

	£	s.	d.		£	s.	d.
(1)	312689	14	3	(2)	139146	12	8
	69840	3	7		786178	2	4
	891174	2	10		84632	5	3
	267873	13	2		817637	6	9
	360571	14	6		538097	1	2
	97239	2	5		65211	6	8
	61542	18	9		476239	15	7
	7624	6	2		86631	7	7
	426409	12	8		873	2	1
	840732	9	2		90574	2	1
	74573	2	4		566984	5	4
	8797	7	7		361211	6	7
	189603	2	5		684257	18	5
	386541	17	3		351867	4	11
	83954	19	6		318019	3	8
	31847	1	2		476385	16	3
	34232	1	11		24761	18	4
	744032	8	6		298772	2	6
	19109	19	10		99374	5	7
Answer							

(3)

£	s.	d.
21065	8	4
29200	7	9
95016	18	2
89768	12	11
386745	13	8
69263	15	4
314197	6	5
381397	7	1
859276	3	8
209172	1	9
642935	8	1
82431	16	2
465983	17	11
741	18	2
541263	9	5
36197	11	7
631902	8	6
621140	15	6
23276	5	9

Answer

(4)

£	s.	d.
5421	6	2
649603	2	5
32752	15	3
86547	10	9
187246	11	3
76899	13	7
39642	5	2
467835	17	8
231287	14	7
94636	1	1
675940	18	2
16391	1	4
44687	17	7
153748	2	9
18349	0	9
803421	3	6
986752	13	6
813214	2	6
738240	5	9

(5)

£	s.	d.
561213	8	3
291414	12	4
29215	9	5
487392	4	5
310397	8	7
352376	0	9
173617	6	8
11835	0	3
673159	0	1
403750	5	8
228416	9	10
239763	2	1
166197	11	7
612356	1	2
129374	5	7
310397	8	7
71425	3	3
93198	10	8
34728	12	6

Answer

(6)

£	s.	d.
60125	14	9
398136	2	6
11835	0	3
732867	19	9
52350	11	1
56423	18	11
91105	2	1
810732	17	1
102376	18	3
156917	11	9
37	9	1
112935	8	1
532108	16	4
31140	15	6
83215	9	5
612356	1	2
58749	10	4
612486	1	9
8724	2	10

Add these across, placing the totals in the spaces provided.

											Totals.
(7)	19359	25010	18919	44358	27941	12190	8385	488	2424	2502	
(8)	8724	19348	5417	12788	9665	24293	7501	205	8520	5291	
(9)	19077	17945	31932	16228	21944	15670	2897	2657	3985	5212	
(10)	9572	21555	40914	4718	19482	8345	2187	6771	3535	1488	
(11)	18150	9505	10075	10195	9177	6259	7280	23473	3285	2469	
(12)	9350	36567	36095	8577	9735	11909	362	5725	2165	2957	
(13)	9135	18090	18215	6495	12120	12980	22279	913	4425	4869	
(14)	9080	18477	19425	9026	3891	6105	4525	8890	615	1689	
(15)	17449	16760	34209	2472	4725	6252	9687	504	2074	1314	
(16)	17282	8270	17568	17632	15587	4323	9720	284	290	2152	
(17)	12815	14175	31457	3503	7000	16075	3038	770	6291	247	
(18)	6653	7015	27770	4275	7079	9800	1033	323	7400	329	
(19)	14955	9298	4073	13668	2072	7527	2604	491	394	3001	
(20)	256	220	461	3710	7803	925	4145	978	1940	535	
(21)	876	205	14245	1350	600	7790	930	74	486	1405	
(22)	329	6590	1096	1452	602	3620	673	769	320	86	
(23)	819	9195	22916	7495	2499	1275	197	856	1614	457	
(24)	13721	830	1649	2076	2573	2406	6225	1070	210	892	

ANSWERS.

	£	s.	d.
(1)	4908389	18	0
(2)	6266855	3	9
(3)	5500977	6	2
(4)	6122618	3	9
(5)	5180228	1	8
(6)	4524625	10	11

(7)	161576	(8)	101752
(9)	137547	(10)	118567
(11)	99868	(12)	123442
(13)	109521	(14)	81723
(15)	95446	(16)	93108
(17)	95371	(18)	71677
(19)	58083	(20)	20973
(21)	27961	(22)	15537
(23)	47323	(24)	31652

The Compound Addition paper forms part of nearly all Civil Service examinations in Arithmetic, although in the examination for Boy Clerkships and some other cases the cross tots are omitted, and six more of the ordinary tots are substituted in their stead.

The other portion of the examination in this subject consists of a paper in Elementary Arithmetic including decimals, and a paper in Higher Arithmetic. The Elementary paper constitutes the Preliminary or Test examination in this subject, which must be passed before the candidate can be qualified for the Lower Division Competition. It also constitutes the Arithmetic Examination in the Boy Clerkship Competition.

The best text-books for the candidate are by *Barnard Smith* and *Colenso*. Of these, *Barnard Smith's Arithmetic* is generally acknowledged to merit the first place. We shall therefore recommend that book to our readers, and shall direct their studies accordingly.

Although we may fairly presume that the candidate has thoroughly mastered the rudiments of Arithmetic

already, we strongly advise him to refresh his memory and strictly test his knowledge by a careful perusal of the elementary chapters of *Barnard Smith*, before he proceeds to more advanced practice. One whole evening spent in this way will not be lost. He should learn by heart the technical terms and simple rules, and should thoroughly understand the theories on which they depend. Particular attention should be paid to the chapters on *Greatest Common Measure* and *Least Common Multiple*; for these two rules are often confused, and yet they are the foundation of all fractional calculations. The reasons for the various processes should be perfectly comprehended, for from them the rules are drawn; and if the student understands why a calculation is done in a certain manner, he necessarily knows how it is done. Moreover, if the student has thoroughly grasped the theory which governs certain processes, he will very readily conceive methods of calculation adapted to particular cases, by which he can work more speedily and easily in those instances than by a studious application of the general rule.

The student, having mastered the preliminary chapters of his text-book, should work conscientiously through the *Miscellaneous Questions and Examples* immediately following. He should not neglect the questions as to Definition and Theory, but should do every sum and do it well. It will be found a very good plan to keep a special exercise book, in which to note unfamiliar or difficult processes, and in which to enter carefully and completely any questions and examples which have not been clearly understood on first attempting them. Such a note-book will eventually prove a most valuable aid to the memory, and, furnished with an intelligently compiled index and appropriate

observations, it will be a very convenient means of reference. The advantage of having such a record of his weak points and well-considered theories will be well appreciated by the student on the eve of his examination.

If the rules on G.C.M. and L.C.M. have been thoroughly mastered and well practised, the chapters on *Vulgar Fractions* will present very little difficulty. They should not however be too quickly passed over, and the student will find it advisable to study very carefully and repeatedly the *Miscellaneous Examples worked out*, which present very clear and practical illustrations of particular cases that often confuse the most practised arithmetician. Unless the candidate follow this advice, he will find himself unaccountably puzzled in the hurry and excitement of examination by questions which derive their difficulty, if they have any, simply from a peculiarity of phrase, such as the following:—'What number divided by $\frac{5}{8}$ of $\frac{2}{7}+\frac{37}{3}$ will produce $\frac{13}{11}-\frac{11}{13}$?' The *Miscellaneous Questions*, including those of Theory, should now be all worked out; and during this exercise the student should not forget to have his note-book beside him.

The same system should be conscientiously pursued in studying the chapters on *Decimals*. Some difficulty is generally experienced in learning the rule as to Division of Decimals. This *Pons Asinorum* may be removed by totally ignoring the terrible *three cases*, which arithmeticians love to state, with laborious and confusing tautology, until they have as formidable a seeming as the Greek declensions. Let the learner adopt the following easy and natural rule.

Equalise the number of decimal places in the Divisor and Dividend, and the Quotient will be a whole number. Every ad-

ditional cypher in the dividend which the process of division subsequently necessitates must have a correspondent decimal place in the answer.

Examples:—

(1) Divide ·1 by ·1.

The number of decimal places being equal.

$$\begin{array}{l} \cdot 1)\cdot 1(1, \textit{Answer.} \\ \underline{\cdot 1} \\ \cdot\cdot \end{array}$$

(2) Divide ·1 by ·01.

Equalising the number of decimal places.

$$\begin{array}{l} \cdot 01)\cdot 10(10, \textit{Answer.} \\ \underline{10} \\ \cdot\cdot \end{array}$$

(3) Divide ·01 by ·1.

Equalising the number of decimal places.

$$\cdot 01 \div \cdot 10.$$

Subsequently bringing a necessary cypher into the dividend for the purpose of division.

$$\begin{array}{l} \cdot 10)\cdot 010(1 \\ \underline{10} \\ \cdot\cdot \end{array}$$

The answer must have one decimal place corresponding to the one cypher necessitated by the actual process of division.

$$\therefore \text{Answer} = \cdot 1.$$

Note.—All cyphers added to the dividend after the process of equalising should be underscored, in order that the student may readily distinguish them when calculating the decimal places in his answer.

The student must now study very carefully the rules regarding *Circulating Decimals*, and especially that one by which *mixed* circulating decimals are converted to Vulgar Fractions. The most common and characteristic recurring decimals should be committed to me-

mory, with their equivalent vulgar fractions. The virtues and peculiarities of particular circulators should be thoroughly understood and tested; and the student should spend considerable time and thought over these exercises, as the constant practice thus obtained will make him familiar with the equivalents of many formidable decimals, the presence of which in a sum would otherwise entail an extravagant amount of labour. Thus, for instance, he should know by heart the properties of the circulator $\cdot 142857$, namely, that it equals $\frac{1}{7}$, and that any number of sevenths less than unity can be expressed as a circulating decimal merely by adapting the order of the above period thus—

$$\frac{2}{7} = \cdot\dot{2}8571\dot{4}$$
$$\frac{3}{7} = \cdot\dot{4}2857\dot{1}$$
$$\frac{4}{7} = \cdot\dot{5}7142\dot{8}$$
$$\frac{5}{7} = \cdot\dot{7}1428\dot{5}$$
$$\frac{6}{7} = \cdot\dot{8}5714\dot{2}$$

—where the initial figure of the period corresponds, in its relative importance to the other figures of the period, to the numerator which has the same relation to the other numerators.

When the *Miscellaneous Questions and Examples on Decimals* have been all conscientiously worked, the student should study and commit to memory the *Concrete Tables*. It is of the highest importance that he should know these by heart. Imperfections in this point will ruin him in the examination. He should now exercise himself in this particular by working the rules he has already mastered, in their application to concrete numbers, and we advise him to work all *Barnard Smith's* examples in *Reduction*. This he should be able to do without referring to the Tables for assistance. The *Miscellaneous Questions* should now be worked as before.

The student has now worked regularly through the elementary rules of Arithmetic, and we presume that, having done so conscientiously, he has thoroughly mastered them.

It remains for him to study *Reduction of Vulgar and Decimal Fractions*, *Practice*, *Interest*, and *Rule of Three*. These should be studied on alternate days, and as they all involve the application of the earlier chapters of the text-book, on these latter no more time need be expended —presuming, that is, as we have done, that they are already thoroughly mastered.

Each of these rules is clearly explained by *Barnard Smith*, and fully exemplified by miscellaneous examples worked out. These explanations and illustrations the student must study with care and patience, and he should work out all the exercises provided. On every day which he has set apart for the study of arithmetic he should now devote a preliminary quarter of an hour to refreshing his memory as to his *Weights and Measures*. If he thinks he is perfect on that point, let him make sure. We are but mortal, and our memories, alas! are fickle. In the hour of trial the over-confident candidate may forget how many gallons make one bushel, and then he will be undone. Let him never omit the preliminary quarter of an hour at Tables. One day should now be regularly devoted to exercises in *Reduction of Vulgar and Decimal Fractions*, which involves all the earlier rules, and is excellent practice. Another day should be set apart for *Practice* sums, and the student should commit to memory and regularly repeat all the Aliquot Parts. The Civil Service examiners give some very awkward sums in *Practice*, and the candidate will do well to develop his intelligence and thoroughly exercise his ingenuity beforehand.

Interest involves a new process, and it must be remarked that sums in *Compound Interest* are included in the Elementary Arithmetic paper. Barnard Smith's chapters on Interest and Compound Interest should be carefully studied, and when the student has thus mastered the theory, he may note the following results :—

$$\left.\begin{array}{c}\text{RULE FOR}\\ \text{SIMPLE INTEREST}\end{array}\right\} = \frac{\textit{Principal} \times \textit{Rate per cent.} \times \textit{Time}}{100}.$$

or, by a formula, if P = Principal in pounds,

r = rate (of Interest) per *pound* per annum,

n = number of years,

M = amount,

then Amount $= P(1 + rn) = P + P.r.n$,

and Interest $= P.r.n$.

By transposing the equation, as a very slight knowledge of algebra will have taught the student to do, the *rate* and *number of years* can similarly be obtained.

It must be noted here, as also in the formulæ for Compound Interest, that the results are obtained by reckoning *the rate of Interest* not per cent. but *per £*.

FORMULA FOR COMPOUND INTEREST :—$M = P(1 + r)$

∴ If the Interest be payable half-yearly, put $\frac{1}{2}r$ for r, and $2n$ for n; and if at closer intervals, make a similarly suitable adaptation.

If, as we have presumed, the student has already mastered the theory of Interest, he will find no difficulty in understanding the foregoing results : the formulæ are fully explained by Barnard Smith, though they are too often disregarded by learners who are ignorant of the great assistance which is obtained in working Interest sums by this means. It will generally be found most convenient to work sums in *Simple Interest* by the rule, the formulæ being chiefly useful as aids to the memory, or by showing at once how to pro-

ceed when the *time* or *rate per cent.* is required. But *Compound Interest sums should always be worked by the formula*, which saves a large amount of labour, and greatly simplifies the process.

Rule of Three is fully and excellently discussed and explained in Barnard Smith's Arithmetic. It is essential that the student should earnestly study the *theory* of the rule. If he finds serious difficulty in understanding it, he may refer to the chapter on *Proportion* in the *Algebra* by the same author, or in that by *Todhunter*, and read the chapter on *Rule of Three* by the light of the principles of *Algebraic Proportion*. He should persevere, *for master the theory he must.* When he has done so, he should exercise himself constantly by means of the numerous and admirable examples which are given in the text-book. Some confusion is often experienced in the respective treatment of *Direct* and *Inverse* Rule of Three. The following simple practical rule may be applied. It is here explained fully.

On a survey of the question which may be given it will be found that it contains two cases; one complete, the other incomplete. The *complete* case we shall term the *first* case, without regarding its place in the sentence; the other, or *incomplete* one, will be the *second* case.

EXAMPLES:—

(1) Find the value of 50 yards of silk, when 25 yards cost £5.

(2) If a piece of cloth is 50 yards long and 5 yards broad, how broad is another piece which is 25 yards long, and which contains as much cloth as the other?

In (1) we see that the first or complete case is, that 25 yards cost £5.

The second or incomplete case is 50 yards, the value of which is required.

In (2) we see that the first or complete case is, that a piece of cloth is 50 yards long and 5 yards broad.

The second or incomplete case is, 25 yards in length, breadth being required.

The rule for stating is as follows:

Begin with the second case: place its known quantity in the second term. Its completion will be in the fourth term, that is, it will be the required answer.

Now place that part of the first case which corresponds to the known quantity of the second case in the first term; and place the completion of the first case in the third term.

We have now obtained the following proportion:—

Correspondent in first case to known quantity in second case	:	Known quantity of second case	::	Completion of 1st case	:	Completion of second case :— *Answer.*

Applying this to our examples,

(1) 25 : 50 :: 5 : *Answer.*
(2) 50 : 25 :: 5 : *Answer.*

The question must now be reviewed, to determine whether this statement will make the quantity of the answer what must reasonably be expected: if so, *the Rule of Three is Direct*; or, whether it will make the quantity of the answer greater or less than it must reasonably be expected: if so, the *Rule of Three is Inverse.*

Now in (1), as the value of 50 yards will obviously be more than that of 25 yards, and as therefore our statement above will make the answer *what must reasonably be expected*, the Rule of Three is *Direct.*

In this case, and all others like it, we maintain our statement, and work the sum accordingly.

In (2), as the piece of cloth 25 yards long must be broader, in order to contain as much, than that which is 50 yards long, and as therefore our statement above will make the answer *less than it must reasonably be expected*, the Rule of Three is *Inverse.*

In this case, and all others like it, we must, while we maintain our statement, adapt the two first terms by putting them as denominators of fractions of which 1 is the numerator. Thus,

$$\frac{1}{50} : \frac{1}{25} :: 5 : \textit{Answer}.$$

Let us work it out accordingly:

$$\frac{1}{25} \times 5 \div \frac{1}{50} = \frac{1}{\cancel{25}} \times 5 \times \cancel{50}^{2}$$

$$= \textit{Answer}, 10 \text{ yards}.$$

It will be noted that this adaptation of the first and second terms has exactly the same effect as their transposition would have; and therefore they may be either adapted or transposed, according to convenience. But the proportion must first be stated according to the constant rule, and then reviewed in the manner exemplified above.

We now subjoin a specimen worked paper, in order that the candidate may see how to display his acquirements to the best advantage at his examination. In this paper the points on which we have particularly remarked are exemplified. The student should carefully observe the form and method of the worked sums, and should note the further pertinent remarks which conclude this chapter.

The cases in which the answers alone are set down are those in which further exemplification is unnecessary.

ARITHMETIC:—SPECIMEN NO. 1.

TIME ALLOWED, 2½ HOURS.

N.B.—*You are particularly recommended to answer the questions in the order in which they are set, not omitting any one unless you are unable to do it.*

1. In 27,649,135 inches how many miles, furlongs, poles, &c.?

2. If £8 17*s.* 3½*d.* be the price of 37 yards of cloth, how many yards of the same material may be purchased for £13 13*s.* 1½*d.*?

3. Find (by Practice) the value of 2,238 articles at £31 13*s.* a dozen.

4. Find the simple interest on £3,570 for 7 years at $4\frac{1}{2}$ per cent. per annum.

---

5. Add together $\frac{1}{5}$, $\frac{3}{7}$, $\frac{2}{15}$, and $\frac{11}{14}$.

6. Subtract $3\frac{7}{8}$ from $8\frac{8}{15}$.

7. Multiply $\frac{15}{17}$ by $4\frac{13}{18}$.

8. Divide $1\frac{2}{11}$ by $1\frac{17}{22}$.

---

9. Add together 74, ·0101, 50·63, and 9013·7.

10. Subtract 532·7461 from 9027·3.

11. Multiply 36·05 by 98·9.

12. Divide 871·92 by ·158 to three places of decimals.

13. What decimal of a day is 9 minutes 27 seconds?

---

14. Reduce 5 tons 13 cwt. 2 qrs. 8 lbs. to ounces.

15. If 15 cwts. 3 qrs. 21 lbs. of sugar cost £26 0*s.* $7\frac{1}{2}$*d.*, what is the price of 27 lbs.?

16. Find (by Practice) the value of 15 gallons 3 quarts 1 pint at 1*s.* 8*d.* per gallon.

17. Find the amount of £1,875 in 3 years at $4\frac{1}{2}$ per cent. compound interest (neglecting fractions of a penny).

18. Add together $5\frac{2}{3}$, $\frac{3}{14}$, $1\frac{5}{9}$, and $\frac{3}{26}$.

19. Subtract $16\frac{2}{3}$ from $17\frac{1}{4}$.

20. Multiply together $\frac{2}{3}$, $1\frac{8}{9}$, $\frac{3}{4}$, and $\frac{81}{85}$.

21. Divide $\frac{12}{19}$ by $1\frac{39}{57}$.

---

22. Add together 2309, ·014, 18·492, 5670·1, and 105·4003.

23. Subtract 11·111 from 9895·2.

24. Multiply 30·347 by ·102.

25. Divide 4·781584 by ·03034.

26. Express ·87356 of a lb. Troy in grains and the decimal of a grain.

---

27. In 7,001,000 square inches how many acres, roods, perches, &c.?

28. If £21 13*s.* 6*d.* be the wages of 17 men for 9 days, how much will 35 men earn in 11 days?

29. Find (by Practice) the dividend on £2,024 at 8*s.* $4\frac{1}{2}$*d.* in the £.

30. At what rate per cent. will £5,000 amount to £7,112 10*s.* in 13 years?

---

31. Add together $2\frac{1}{3}$, $3\frac{5}{8}$, $6\frac{9}{10}$, and $\frac{5}{18}$.

32. Subtract $20\frac{14}{15}$ from $29\frac{13}{14}$.

33. Multiply together $\frac{3}{11}$, $1\frac{1}{15}$, $2\frac{9}{23}$, and $1\frac{12}{57}$.

34. Divide $3\frac{15}{29}$ by $2\frac{104}{203}$.

---

35. Add together 3·184 pecks and ·587 of a gallon, and give the answer in pints and the decimal of a pint.

36. Subtract ·255 of a week from 43·73 hours, and give the answer in seconds and the decimal of a second.

37. Multiply 103·27 by ·003126.

38. Divide 18·418676 by 4883.

39. Reduce 14*s.* $14\frac{1}{2}$*d.* to the decimal of £11 10*s.*

ARITHMETIC.

Specimen Paper No. 1. *worked out.*

```
12)27649135 inches
 3)2304094 ft. + 7 in.
11)768031 yds. 1 ft. 7 in.
    69821
        2
4,0)13964,2 poles 1 ft. 7.
   8)3491 fur. 2 poles 1 ft. 7 in.
     436 miles 3 fur. 2 poles 1 ft. 7 in.
```

Answer, 436 miles, 3 furlongs, 2 poles, 1 foot, 7 inches.

2.

£	s.	d.		£	s.	d.		yds.	
8	17	$3\frac{1}{2}$	:	13	13	$1\frac{1}{2}$	::	37	: *Answer.*

```
   20                 20
  ---                ---
  177 s.            273 s.
   12                 12
 ----               ----
 2127 d.           3277 d.
    2                  2
 ----               ----
 4255               6555
  851               1311
                      37
                    ----
                    9177
                   3933
                  -----
            851)48507(57
                4255
                 ----
                 5957
                 5957
                 ----
                 ....
```

Answer, 57 yards.

---

3. 12)2238 articles

$186\frac{1}{2}$ dozen

	£	s.			£	s.	d.	
10*s.* = $\frac{1}{2}$ of £1	186	10		value at	1	0	0	per dozen
		10						
	1865	0						
		3						
	5595	0						
	186	10						
	5781	10		„	31	0	0	„ „
2*s.* 6*d.* = $\frac{1}{4}$ of 10*s.*	93	5	0	„		10	0	„ „
6*d.* = $\frac{1}{5}$ of 2*s.* 6*d.*	23	6	3	„		2	6	„ „
	4	13	3	„			6	„ „
Answer,	£5902	14	6		£31	13	0	per dozen.

4.

£
3570
$4\frac{1}{2}$
14280
1785
16065
7
1124·55
20
11·00

Answer, £1124 11*s.* 0*d.*

5.

$$\frac{1}{5}+\frac{3}{7}+\frac{2}{15}+\frac{11}{14}$$
$$=\frac{42+90+28+165}{210}$$
$$=\frac{325}{210}=1\frac{\cancel{115}^{23}}{\cancel{210}_{42}}$$

Answer, $1\frac{23}{42}$.

6.

$$8\frac{8}{15}-3\frac{7}{8}=7\frac{23}{15}-3\frac{7}{8}$$
$$=4\frac{184-105}{120}=\frac{79}{120}$$

Answer, $4\frac{79}{120}$.

7.

$$\frac{15}{17}\times4\frac{13}{18}=\frac{\cancel{15}^{5}}{\cancel{17}}\times\frac{\cancel{85}^{5}}{\cancel{18}_{6}}$$
$$=\frac{25}{6}=4\frac{1}{6}$$

Answer, $4\frac{1}{6}$.

8.

$$1\frac{2}{11}\div1\frac{17}{22}=\frac{\cancel{13}}{\cancel{11}}\times\frac{\cancel{22}^{2}}{\cancel{39}_{3}}=\frac{2}{3}$$

Answer, $\frac{2}{3}$.

9.

74·
·0101
50·63
9013·7

Answer, 9138·3401

10.

```
        9027·3
         532·7461
Answer, 8494·5539
```

11.

```
          98·9
          36·05
          4945
        59340
       2967
Answer, 3565·345
```

12.

```
·158)871·920(5518·481
     790
      819
      790
       292
       158
       1340
       1264
        760
        632
        1280
        1264
          16
```

Answer, 5518·481.

13.

$$\frac{9 \text{ min. } 27 \text{ sec.}}{1 \text{ day}} = \frac{9\frac{9}{20} \text{ min.}}{60 \times 24 \text{ min.}}$$

$$= \frac{9{\cdot}45}{60 \times 24} = \frac{{\cdot}21}{32}$$

```
32·00)·21000(·0065625
        19200
         18000
         16000
          20000
          19200
            8000
            6400
            16000
            16000
            .....
```

Answer, ·0065625.

14.

tons	cwt.	qrs.	lbs.
5	13	2	8

```
  5
 20
113 cwt.
  4
454 qrs.
  7
3178
   4
12720 lbs.
   16
203520 ounces
```

15.

cwt.	qrs.	lbs.		lbs.		£	s.	d.
15	3	21	:	27	::	26	0	7½

```
 15                          27                 26  0  7½
  4                           9                          9
 63 qrs.                                       234  5  7½
  7                                             20
441                          595)4685s. 7½(7s. 10½d.
  4                                4165
1785 lbs.                           520
595                                  12
                                    6247
                                    5950
                                     297
                                       4
                                    1190
                                    1190
                                     ....
```

Answer, 7*s.* 10½*d.*

16. 2 qts. = ½ gal.

1 qt. = ½ of 2 qts.

1 pt. = ½ qt.

	1*s.*	8*d.*	value of 1 gallon.		
		15			
	1 5	0			
		10	„	„	2 qts.
		5	„	„	1 qt.
		2½	„	„	1 pt.
	£1 6	5½	„	„	1 gal. 3 qts. 1 pt.

Answer, £1 6*s.* 5½*d.*

17. By the formula, $M = P(1+r)^n$

$\therefore M = £1875\,(1 + \cdot045)^3$

```
          1·045
          1·045
          -----
           5225
          4180
         10450
         -------
         1·092025
            1·045
         -------
         5460125
        4368100
       10920250
       ----------
       1·141166125
             1875
       ----------
       5705830625
      7988162875
     9129329000
    1141166125
    ------------
    2139·686484375
                20
    ------------
     13·7296875000
                12
     -------------
     8·7562500
```

Answer, £2139 13*s*. 8*d*.

---

18. *Answer*, $7\frac{137}{252}$.

19. *Answer*, $\frac{7}{12}$

20. *Answer*, $\frac{9}{10}$.

21. *Answer*, $\frac{3}{8}$.

22. *Answer*, 8103·0063.

23. *Answer*, 9884·089.

24. *Answer*, 3·095394.

25.

```
·030340)4·781584(157·6
        30340
        ------
        174758
        151700
        ------
         230584
         212380
         ------
          182040
          182040
          ------
          ......
```

Answer, 157·6.

26.

```
·87356 lbs. Troy
      12
  -------
10·48272 oz.
      20
  -------
209·65440 dwts.
      12
  -------
2515·85280
         2
  -------
5031·70560 grs.
```

Answer, 5031·7056 grains.

27. *Answer*, 1 acre, 18 perches, 17 yards, 4 feet, 80 inches.

28.

```
 ~~17~~ : 35 }
 ~~2~~  : 11 }  :: 21 13 6
 3            20
              ---
              433

              ---
              ~~866~~
               ~~51~~
               17
               35
              ---
              595
               11
             ----
          3)6545
          ------
          2)2181-2 }
        2,0)109,0-1 }  1⅔ of 6d. = 10d.
            ------
            £54 10
```

Answer, £54 10*s*. 10*d*.

29. $6s.\ 8d. = £\frac{1}{3}$

$1s.\ 8d. = \frac{1}{4}$ of $6s.\ 8d.$

$\frac{1}{2}d. = \frac{1}{40}$ of $1s.\ 8d.$

£2024				
674	13	4	dividend at $6s.\ 8d.$ in £	
168	13	4	,, ,, $1s.\ 8d.$,,	
4	4	4	,, ,, $\frac{1}{2}$,,	
£847	11	0		8 $4\frac{1}{2}$

Answer, £847 11*s*.

---

30. £7112 10*s*. − £5000 = £2112 10*s*. Interest for 13 years.

$\frac{£2112\ 10s.}{13}$ = £162 10*s*. Interest on £5000 for 1 year.

$\therefore\ \frac{£162\frac{1}{2}}{50} = £3\frac{1}{4}$, Interest on £100 for 1 year.

Answer, $3\frac{1}{4}$ rate per cent.

---

31. *Answer*, $13\frac{49}{360}$.

32. *Answer*, $8\frac{209}{210}$.

33. *Answer*, $\frac{5}{6}$.

34. *Answer*, $1\frac{2}{5}$.

35.

3·184 pecks
2
6·368 gallons
·587
6·955 gallons
4
27·820 quarts
2
Answer, 55·64 pints.

36.

·255 week
7
1·785 days
12
21·420
2
42·84 hours
from 43·73 ,,
·89 ,,
60
53·40 minutes
60
3204·0 seconds.

Answer, 3204 seconds.

37. *Answer*, ·32282202.

38.

```
4883·000000)18·418676000(·003772
            14649000000
             37696760000
             34181000000
              35157600000
              34181000000
                9766000000
                9766000000
                ..........
```

Answer, ·003772.

3.

```
                14s. 4½d.
                £11 10s.
14s. 4½d. ÷ £11 10s.
 12                20
 172               230
  2                12
 ~~344~~            2760
  ~~23~~             2
   1                ~~5520~~
                     ~~368~~
                      16
```

$$\frac{1}{16} = \cdot 0625$$

Answer, ·0625.

ARITHMETIC :—Specimen No. 2.

The examination paper subjoined will serve to exercise the student in our foregoing precepts and examples. The answers are appended.

Time allowed, $2\frac{1}{2}$ hours.

You are requested to write your name at the top *of each of your papers; to put the* number *to each question; to send up the* working *as well as the answers; and to send up your work on* complete *sheets of paper, not on scraps, which are apt to be lost.*

N.B.—*You are particularly recommended to answer the questions in the order in which they are set, not omitting any one unless you are unable to do it.*

1. In 23568 grains how many lbs., ozs., dwts., &c.?

2. If 137 lbs. of tallow cost £2 11*s.* $4\frac{1}{2}$*d.*, what is the price per ton?

3. Find (by Practice) the value of 2 cwt. 1 qr. 21 lbs. of zinc at £20 per ton.

4. Find the simple interest on £2570 for $5\frac{1}{2}$ years at 6 per cent. per annum.

---

5. Add together $\frac{5}{16}$, $3\frac{1}{4}$, $\frac{2}{3}$, and $\frac{11}{15}$.

6. Subtract $6\frac{2}{7}$ from $8\frac{1}{2}$.

7. Multiply $3\frac{31}{17}$ by $3\frac{7}{9}$.

8. Divide $3\frac{1}{8}$ by $5\frac{5}{6}$.

---

9. Add together 260·1307, ·82001, 46·24, 602·457, and 1·00059

10. Subtract 37·2168 from 100·13201.

11. Multiply 26·207 by 3·1002.

12. Divide 3·764 by 28·213 to four places of decimals.

13. Express 2·465 of a ton in ounces.

---

14. Reduce 2 acres 2 roods 1 perch 3 yards to square inches.

15. If a bankrupt's debts amount to £7320 15*s.*, and his assets to £1220 2*s.* 6*d.*, what will a creditor receive on a bill of £327 6*s.* 3*d.*?

16. Find (by Practice) the dividend on £2741 10*s.* at 2*s.* $5\frac{1}{2}$*d.* in the £.

17. Find the amount of £4850 in 3 years at 4 per cent. compound interest (neglecting fractions of a penny).

---

18. Add together $3\frac{1}{2}$, $2\frac{5}{7}$, $\frac{3}{4}$, and $\frac{9}{14}$.

19. Subtract $8\frac{2}{5}$ from $10\frac{7}{11}$.

20. Multiply together $\frac{4}{5}$, $4\frac{3}{8}$, $1\frac{2}{7}$, and $1\frac{1}{3}$.

21. Divide $4\frac{1}{12}$ by $18\frac{2}{3}$.

---

22. Add together 50·00721, ·86541, 2·346, 800·25, ·00764, and 73·60789.

23. Subtract 32·156 from 209·00721.

24. Multiply ·007302 by ·6025.

25. Divide ·532 by 323 to four places of decimals.

26. Find the value of ·175 of £1 12*s.* 6*d.* in pence.

---

27. Reduce 3 tons 2 cwt. 2 qrs. 7 lbs. to ounces.

28. If 7 men mow a field of corn containing 37 acres in 3 days, working 8 hours a day, how many men must be employed to mow a field twice the size in 7 days, working 4 hours longer each day?

29. Find (by Practice) the cost of 120736812 articles at £1 3*s.* 6*d.* per dozen.

30. In what time will £1650 amount to £1891 6*s.* 3*d.* at $4\frac{1}{2}$ per cent. per annum?

---

31. Add together $\frac{2}{3}$ of $\frac{4}{5}$, $\frac{1}{4}$ of $\frac{14}{15}$, and $\frac{4}{9}$ of $\frac{3}{8}$.

32. Subtract $6\frac{3}{4}$ from $17\frac{1}{10}$.

33. Multiply together $2\frac{2}{7}$ of $1\frac{4}{11}$, $2\frac{5}{8}$ of $\frac{4}{9}$, and $4\frac{2}{5}$ of $\frac{3}{4}$.

34. Divide $7\frac{1}{8}$ by $1\frac{7}{12}$.

---

35. Add together 267·3261, 12·07043, ·7131, ·002083, 754·507, and 7·00861.

36. Subtract 73·2861 from 80·1207.

37. Multiply 3750 by ·0263.

38. Divide 3·213531 by 45·261.

39. Reduce 32·16 pennyweights to the decimal of a pound troy.

ANSWERS.

1. 4 lbs. 1 oz. 2 dwts.	2. £42.
3. £2 8*s.* 9*d.*	4. £848 2*s.*
5. $4\frac{231}{240}$.	6. $2\frac{3}{14}$.
7. 12.	8. $\frac{8}{15}$.
9. 910·6483.	10. 62·91521.

11. 81·2469414.
12. ·1334.
13. 88345·6 ounces.
14. 15724692 sq. in.
15. £54 11*s*. 0½*d*.
16. £336 19*s*. 6¼*d*.
17. £5455 11*s*. 9*d*.
18. $7\frac{17}{28}$.
19. $2\frac{13}{55}$.
20. 6.
21. $\frac{7}{32}$.
22. 927·08415.
23. 176·85121.
24. ·004399455.
25. ·0016.
26. 68¼*d*.
27. 112112 ounces.
28. 4 men.
29. £11822146 3*s*. 6*d*.
30. 3¼ years.
31. $\frac{14}{15}$
32. $10\frac{7}{20}$.
33. 12.
34. 4½.
35. 1041·627323.
36. 6·8346.
37. 98·625.
38. ·071.
39. ·134.

The paper in Higher Arithmetic, which forms the competitive part of the Lower Division examination in this subject, is undoubtedly a very severe test. In addition to the rules on which we have already remarked, the student will find it necessary to master all the other chapters of *Barnard Smith*. This study must be pursued in the same careful thorough method which we have enjoined in our foregoing observations. Special attention must be paid to the more advanced exercises in *Rule of Three*; and the student will find that the explanation we have already given will be applicable to all cases of Proportion. Common sense must be exercised, and plenty of practice taken.

Cross Multiplication or *Duodecimals* should also be thoroughly understood and well practised.

Present Worth, *Discount*, *Insurance*, and *Stock*, which are all based upon the principles of Interest, must receive careful attention. *Profit and Loss* also depends upon the principles of percentage.

With regard to Present Worth and Discount it must be remembered that

Present Worth = the sum due less Discount;
Discount = the sum due less Present Worth;

and such sums may always be done by means of the following proportions:—

$$100 + \text{Interest} : \text{Given Sum} :: \begin{cases} £100 & : \text{Present Worth.} \\ \text{Interest on } £100 & : \text{Discount.} \end{cases}$$

All such questions, which involve the Rule of Three, can be readily answered if the student thoroughly understands the theory and practice of Proportion.

Division into Proportional Parts, Fellowship or Partnership, and *Equation of Payments* are merely applications of the Rule of Three, and are all very much of the same nature. Each instance, however, should be attentively considered, as the rules are important.

The rules for the extraction of the *Square and Cube Root* will be best remembered by means of the algebraical formulæ, viz.,

$$(a+b)^2 = a^2 + 2ab + b^2.$$
$$(a+b)^3 = a^3 + 3a^2b + 3ab^2 + b^3,$$

the application of which to arithmetic is illustrated in the following examples:—

SQUARE ROOT.

Ex. $\sqrt{1369}$

$$\begin{array}{r|l} & 1369 (37 = 30 + 7 = a + b \\ 30^2 = & 900 = a^2 \\ \hline 2 \times 30 = 60 & 469 = 2a \\ + \ 7 & \quad = \quad + b \\ \hline 67 & = 2a + b \\ \times \ 7 & \quad = \quad b \\ \hline 469 & 469 = 2ab + b^2 \\ \hline & \cdots \end{array}$$

Thus $(30+7)^2 = 30^2 + 2(30 \times 7) + 7^2 = 1369$

CUBE ROOT.

Ex. $\sqrt[3]{15625}$.

$$15625(25 = 20 + 5 = a + b$$

$$\begin{array}{rr|l}
 & 20^3 = & 8000 = a^3 \\ \hline
3 \times 20^2 = & 1200 & 7625 = 3a^2 \\
3 \times 20 \times 5 = & 300 & \quad = \quad 3ab \\
5^2 = & 25 & \quad = \qquad\qquad b^2 \\ \cline{2-2}
 & 1525 & \quad 3a^2 + 3ab + b^2 \\
\times & 5 & \quad = \qquad\qquad b \\ \cline{2-2}
 & 7625 & 7625 = 3a^2b + 3ab^2 + b^3 \\ \hline
\end{array}$$

$$\cdots$$

Thus $(20 + 5)^3 = 20^3 + 3(20^2 \times 5) + 3(20 \times 5^2) + 5^3 = 15625$.

By means of these formulæ, many processes in arithmetic may with ease be mentally calculated. Thus 511^2 may be considered as $(500+11)^2$. So also many other formulæ may be applied to arithmetical calculations by students familiar with the elements of algebra.

The rules of *Exchange* and *Notation* are both important, and require attentive study.

With regard to questions like No. 10 in the first paper following and No. 9 in the second, the candidate must depend upon his cool common sense. The clock questions like No. 14 in the first paper following may be understood from the manner in which that particular instance is dealt with.

The two examination papers subjoined contain examples which will illustrate the method of working all the rules upon which we have remarked. They are thoroughly representative, and an intelligent and studious consideration of the *modus operandi* in each example will benefit the student more than any words we could now add.

HIGHER ARITHMETIC.

SPECIMEN I.

Time allowed, 3 *hours*.

1. The product of two numbers is 7710543, and the square of one of them is 335241. Find the other.

2. Find the value of $3{\cdot}8\dot{1}4285\dot{7}$ of $\frac{5}{89}$ of 20 guineas.

3. If a man and 3 boys can do a piece of work in 12 days, and 5 men and 10 boys can do the same in 3 days, in what time could a man alone do it?

4. Find by duodecimals the volume of air contained in a room 17 ft. 3 in. long, 14 ft. 7 in. wide, and 11 ft. 2 in. high.

What will the answer become when expressed in cubic feet and cubic inches?

5. Find the edge of a cubical block containing 4053 yards 12 ft. 1720 in.

6. A man leaves an estate of 104 acres 5 roods 11 perches to be divided between his three sons, each son's share to be proportional to his age. How much did each receive, their ages being 15, 13, and 11 respectively?

7. Find the true discount on a bill due two years hence for £228 11*s*. $5\frac{1}{4}$*d*. at 4 per cent. per annum.

8. The rate of a clock is $\cdot 0\dot{5}$ per cent. too fast. How many minutes will it gain in the month of June?

9. A man devised $\frac{5}{12}$ of his estate to one of his sons, and $\frac{1}{3}$ of the remainder to another, and the surplus to his widow. The difference of his sons' legacies was £784. What did the widow receive?

10. The 'Times' issued on the morning of January 1, 1880, was numbered 29,766. Find the number of the same journal that was published on the second Saturday in December 1877.

11. If I invest my money in Dock shares paying £7 per share, when the £100 share is at $122\frac{1}{2}$, I find that I get £35 10*s*. a year more than if I invest it in $5\frac{1}{4}$ India bonds at 105. What is my capital?

12. To whiten the ceiling of a room cost £1 17*s.* 9¾*d.* at the rate of 7½*d.* per square yard. To paint the walls of the same amounted to £29 6*s.* 8*d.* at 3*s.* 4*d.* per square yard. Find the height of the room, its length being exactly twice its breadth.

13. A, B, and C agree to rent a meadow in common for £69 13*s.* 4*d.*, and to pay towards the rent the sum proportional to the use each has made of it. A puts in 3 cows for 3 months and 25 sheep for 4 months; B puts in 7 cows for 4 months and 15 sheep for 2 months; C puts in 5 cows for 3 months and 20 sheep for 4 months. Supposing a cow to eat as much as 4 sheep, what will be each man's share of the rent?

14. Find the exact time between 5 and 6 o'clock when the minute hand is one-sixth of the circumference of the dial in advance of the hour hand.

SPECIMEN I. WORKED OUT.

1. $7710543 \div \sqrt{335241}$ = Required No

```
            335241(579
            25
      107   | 852
            | 749
      1149  |10341
            |10341
            .....
      579)7710543(13317
          579
          1920
          1737
           1835
           1737
            984
            579
            4053
            4053
            ....
```

Answer, 13317.

$$3{\cdot}8142857 = \frac{38\frac{1}{7}}{10} = \frac{267}{7 \times 10}$$

$$\frac{\overset{3}{\cancel{267}}}{\underset{2}{\cancel{7} \times \cancel{10}}} \text{ of } \frac{\cancel{5}}{\cancel{89}} \text{ of } \overset{3}{\cancel{£21}} = £\frac{9}{2} = £4\ 10s.$$

Answer, £4 10*s*.

---

3. 1 man and 3 boys do the work in 12 days ∴ they do $\frac{1}{12}$ in 1 day,

∴ 5 men and 15 boys will do $\frac{5}{12}$ in 1 day.

And 5 men and 10 boys do it in 3 days, *i.e.*, $\frac{1}{3}$ in 1 day,

∴ 5 boys will do $\frac{5}{12} - \frac{1}{3} = \frac{1}{12}$ in 1 day,

Which is the same as 1 man and 3 boys do in 1 day,

∴ 1 man does the same as 2 boys.

Now 1 boy will do $\frac{1}{12} \div 5 = \frac{1}{60}$ in 1 day,

∴ 1 man will do $\frac{2}{60} = \frac{1}{30}$ in 1 day.

That is, he will do the whole work in 30 days.

Answer, 30 days.

4.

ft.	in.		
17	3		
14	7		
241	6		
6	0	9	
247	6′	9″	
11	2		
2723	2	3	
41	3	1	6
2764	5′	4″	6‴

12
64
12
774 cub. in.

Answer, 2764 cub. ft. 774 cub. in.

5. 4053 yds. 12 ft. 1720 inches.

```
        9
    36477
        3
   109443 cub. ft.
       12
  1313316
       12
 15759792
       12
189117504
     1720
189119224 cub. in.
```

```
                          cub. in.    lin. in.
                         189119224(574
                 5³=           125
            3 × 5²=     75 | 64119
        ------------------------
            3 × 50²=7500 |
        3 × 50 × 7 = 1050 |
                 7²=   49 |
                     8599 |
                        7 |
                    60193 | 60193
        ------------------------
        3 × 57²=    9747  | 3926224
        3 × 570²=974700   |
    3 × 570 × 4 =   6840  |
            4²=       16  |
            981556 × 4    | 3926224
        ------------------------
                          .......
```

```
12)574 inches
   3)47 ft. 10 in.
     15 yds. 2 ft. 10 in.
```

Answer, 15 yards 2 feet 10 inches.

6. The sum of the three sons' ages $= 15 + 13 + 11 = 39$ yrs.

$$39\left\{\begin{array}{r|rrr} & \text{acr.} & \text{rds.} & \text{per.} \\ 3) & 104 & 5 & 11 \\ \hline 13) & 34 & 4 & 17 \\ \hline & 2 & 2 & 32\frac{1}{13} \\ & & & 15 \\ \hline \end{array}\right.$$

$$\textit{Answer,}\left\{\begin{array}{rrrl} 40 & 2 & 1\frac{2}{13} & = \text{share of son aged } 15 \\ 35 & 0 & 17 & = \text{ ,, ,, ,, ,, } 13 \\ 29 & 2 & 32\frac{11}{13} & = \text{ ,, ,, ,, ,, } 11 \end{array}\right.$$

---

7. Interest on £100 for 2 years at 4 per cent. per annum $=$ £8.

$$\therefore \begin{array}{rrrrr} £ & £ & s. & d. & £ \\ \cancel{100} & 228 & 11 & 5\frac{1}{4} & :: \cancel{8} \\ 27 & & & 2 & 2 \end{array}$$

$$27\left\{\begin{array}{rrrr} 3) & 457 & 2 & 10\frac{1}{2} \\ \hline 9) & 152 & 7 & 7\frac{1}{2} \\ \hline & 16 & 18 & 7\frac{1}{2} \end{array}\right. \text{Discount required.}$$

Answer, £16 18*s*. $7\frac{1}{2}$*d*.

---

8. June contains $30 \times 24 \times 60$ minutes. And on every 100 minutes the gain is $\cdot 05 = \frac{5}{90}$

$$\therefore \frac{\overset{\cancel{10}}{\cancel{30}} \times 24 \times \overset{2}{\cancel{60}}}{\underset{2}{\cancel{100}}} \times \frac{\cancel{5}}{\underset{\cancel{3}}{\cancel{90}}} = \left\{\begin{array}{l}\text{number of minutes} \\ \text{gained in June.}\end{array}\right.$$

Answer, 24 minutes.

Or, another way, by Rule of Three.

June contains 30×24 hours $= 720$ hours.

$$\therefore \begin{array}{rrr} \text{min.} & \text{min.} & \\ 100 & 100\cdot 05 & :: 720 \text{ hrs.} \end{array}$$

$$100\frac{5}{90} \times 72 \div 10 = \frac{\overset{1801}{\cancel{3005}}}{\underset{30}{\cancel{90}}} \times \frac{\overset{12}{\cancel{72}}}{\underset{2}{\cancel{10}}} \times \frac{1}{1} = \frac{21612}{30} = 720\frac{12}{30} \text{ hrs.}$$

$\therefore$ the gain on 720 hrs., *i.e.*, in June, will be $\frac{12}{30}$ hrs. *i.e.*, 24 min.

9. $$\frac{5}{12}-\left(\frac{1}{2}\text{ of }\frac{7}{12}\right)=\frac{5}{12}-\frac{7}{24}=\frac{3}{24}=\frac{1}{8}.$$

$\therefore$ the difference of the sons' legacies $=\frac{1}{8}$ of the whole estate.

$=£784.$

$\frac{5}{12}+\left(\frac{1}{2}\text{ of }\frac{7}{12}\right)=\frac{5}{12}+\frac{7}{24}=\frac{17}{24}$, the sons' share of the estate.

$\therefore \frac{7}{24}$ of the estate = the surplus for the widow.

$$\begin{array}{lllll} & & £ & £ & s. \quad d. \\ \frac{1}{24} & \text{,, ,,} & \frac{\frac{1}{8}}{3}=\frac{784}{3}= & 261 & 6 \quad 8 \\ \therefore \frac{7}{24} & \text{,, ,,} & & & \quad\quad 7 \\ & & & =1829 & 6 \quad 8 \end{array}$$

Answer, £1829 6*s*. 8*d*. the widow's share.

---

10. January 1, 1880 was a Thursday.
$\therefore$,, ,, 1879 ,, Wednesday.
,, ,, 1878 ,, Tuesday.
December ,, 1877 ,, Saturday.

$\therefore$ the second Saturday in December 1877 was Dec. 8.

1879	contained	313	week-days.	
1878	,,	313	,,	
1877	,,	20	,,	after Dec. 8.
		646		

$$29766-646=29120$$

Answer, No. 29120.

---

11. In the first investment every £$122\frac{1}{2}$ of money gives £7 interest.

$\therefore$ every £1 of money gives £$\frac{7}{122\frac{1}{2}}$ or £$\frac{14}{245}$ interest.

In the second investment every £105 of money gives £$5\frac{1}{4}$ interest.

$\therefore$ every £1 of money gives £$\frac{5\frac{1}{4}}{105}$ or £$\frac{21}{420}$ interest.

$$£\frac{14}{245}-£\frac{21}{420}=£\frac{168-147}{2940}=£\frac{21}{2940}$$

= the difference of income on every pound of capital.

Now £35 10*s.* = the whole difference of income.

$$\therefore \text{£}35\tfrac{1}{2} \text{ or } \text{£}\frac{71}{2} \div \frac{21}{2940} = \text{£}\frac{71}{\cancel{2}} \times \frac{\overset{70}{\cancel{2940}}}{\cancel{21}} = \text{£}4970.$$

= the number of pounds of capital invested.

Answer, £4970.

---

12. Number of square yards in ceiling $= \dfrac{\text{£}1\ 17s.\ 9\tfrac{3}{4}d.}{7\tfrac{1}{2}d.} = \dfrac{1815}{30}$

$$= \frac{121}{2}$$

Now, since the length is twice the breadth, the area of the ceiling = twice the square of the breadth.

$\therefore$ the square of the breadth $= \dfrac{121}{4}$.

$\therefore$ the breadth $= \dfrac{11}{2} = 5\tfrac{1}{2}$ yds.

and the length = 11 yds.

Number of square yards in the walls $= \dfrac{\text{£}29\ 6s.\ 8d.}{3s.\ 4d.} = 176.$

Now 176 yards = 2 (Length + Breadth × Height)
or 88 yards = Length + Breadth × Height.

$$\therefore \frac{88}{\text{Length} + \text{Breadth}} = \frac{88}{16\tfrac{1}{2}} = \frac{8}{\cancel{88}} \times \frac{2}{\overset{3}{\cancel{33}}} = \frac{16}{3}$$

$= 5\tfrac{1}{3}$ yards = Height.

Answer, 5 yards 1 foot.

13.

A puts in	3 cows = 12 sheep	for	3	months	= 36	sheep	for	1	month.
	also 25	„	„ 4	„	= 100	„	„	„	
B „	„ 7 cows = 28	„	„ 4	„	= 112	„	„	„	
	also 15	„	„ 2	„	= 30	„	„	„	
C „	„ 5 cows = 20	„	„ 3	„	= 60	„	„	„	
	also 20	„	„ 4	„	= 80	„	„	„	
					418				

$$\text{Proportional Rent for 1 sheep} = \frac{£69\ 13s.\ 4d.}{418}$$

$$= \frac{£69\frac{2}{3}}{418} = \frac{£\cancel{209}}{\underset{2}{\cancel{418}} \times 3} = £\frac{1}{6}.$$

		£	s.	d.
∴ A's share of rent	$= £\frac{1}{6} \times 136 =$	22	13	4
B's " " "	$= \frac{1}{6} \times 142 =$	23	13	4
C's " " "	$= \frac{1}{6} \times 140 =$	23	6	8
		69	13	4

Answer,

	£	s.	d.
A's share,	22	13	4
B's "	23	13	4
C's "	23	6	8

---

14. The minute hand at 5 o'clock will be at 12, and the hour hand at 5.

Supposing the hour hand does not move, the minute hand will be at 35 minutes past the hour when it is $\frac{1}{6}$ of the circumference in advance of the hour hand.

But the hour hand moves over $\frac{1}{12}$ of the circumference while the minute hand passes all round it.

That is, when the minute hand and the hour hand work together, the minute hand covers $\frac{11}{12}$ more ground than the hour hand.

Now, as 35 minutes is the ground which the minute hand covers independently of the movement of the hour hand, it represents the gain of $\frac{11}{12}$.

That is, 35 minutes is $\frac{11}{12}$ of that portion of the circumference to be traversed by the minute hand before it will be $\frac{1}{6}$ of the whole circumference in advance of the hour hand.

$\therefore \frac{1}{12} = \frac{35}{11}$ minutes $= 3\frac{2}{11}$ minutes.

$\therefore 35 + 3\frac{2}{11} = 38\frac{2}{11}$ minutes $= \frac{12}{12}$, that is, the whole portion of the circumference to be traversed by the minute hand.

And as the hour hand started from the figure 5, that is,

25 minutes past the figure 12, it will meanwhile have arrived at $25 + 3\frac{2}{11} = 28\frac{2}{11}$ minutes past the figure 12.

∴ The minute hand will be exactly 10 minutes, that is, $\frac{1}{6}$ of the circumference of the dial, in advance of the hour hand, at

Answer, $38\frac{2}{11}$ minutes past 5 o'clock.

*** The above is a careful explanation of this ind of question; but, shortly, all such sums may be done by the use of the proportion 11 : 12. In the present instance

11 : 12 :: 35 : $38\frac{2}{11}$, the Answer.

HIGHER ARITHMETIC.

SPECIMEN II.

1. A and B earn £3 16*s.* in 8 days; A and C, £7 13*s.* in 17 days; and B and C, £12 15*s.* in 30 days. How much can each earn alone?

2. Express 32,567,325 in the duodenary scale.

3. A merchant selling goods at a certain price loses 5 per cent., but if he had sold them for £4 more he would have gained 3 per cent. What did the goods cost him?

4. Multiply by duodecimals 3 ft. 2 in. by 5 ft. 7 in., and the product by 6 ft. 8 in. What does the answer become when expressed in cubic feet and the decimal of a cubic foot?

5. Extract the square root of $106\frac{628}{729}$; and find the side of a cube containing 2,048,383 cubic inches.

6. What is the present worth of £1801 11*s.* payable $6\frac{1}{4}$ years hence at 5 per cent. per annum?

7. A bill upon Amsterdam is bought at 12 florins per pound sterling; the proceeds purchase at Amsterdam bills upon Hamburg at $34\frac{1}{4}$ florins for 40 marks; these are forwarded to Paris and sold at 185 francs per 100 marks. What is the rate of exchange between London and Paris?

8. A train is 27 minutes passing through Mont Cenis tunnel, which is 11,220 metres long. Find the speed of the train in miles per hour. (Metre = 39·39 inches.)

9. In Reaumur's thermometer the freezing point is zero, and

the boiling point 80°; in Fahrenheit's the freezing point is 32° and the boiling point 212°. What will Reaumur's mark when Fahrenheit's marks 47°, and what will Fahrenheit's mark when Reaumur's marks 93°?

10. A and B rent a pasture for £138 per annum. A puts in 200 sheep and B 160. At the end of 6 months they sell half their stock and let C put in 120. What should A, B, and C each pay for rent at the end of a year?

11. It is noticed that the water in a reservoir 38 feet long and 26 feet wide, which is known to leak, sinks one inch in 12 hours. A pipe discharging 60 gallons per minute will fill the reservoir in 45 hours, allowing for leakage. Find within an inch the depth of the reservoir. (Cubic foot of water = 6·25 gallons.)

12. A man invests £26,180 in the 3 per cents at $93\frac{1}{2}$; but after a time sells out half at $92\frac{1}{4}$, and invests the proceeds in the 4 per cents at 97. Find to a penny the difference in his income.

13. Find the value of 3·6 of ·954 of ·428571 of 2*s.* 3*d.*

14. A watch gains 1 minute 15 seconds per day. It is set right at noon on November 12. What will be the true time when it points at noon on the following Christmas Day?

SPECIMEN II. WORKED OUT.

1. A and B earn £3 16*s.* in 8 days, *i.e.*, 9*s.* 6*d.* in 1 day
A and C „ £7 13*s.* in 17 „ *i.e.*, 9*s.* 0*d.* „
B and C „ £12 15*s.* in 30 „ *i.e.*, 8*s.* 6*d.* „
27*s.* 0*d.*

∴ A, B, and C together earn $\frac{27}{2}$*s.* = 13*s.* 6*d.* in 1 day.

Now A and B earn 9*s.* 6*d.* „
∴ C earns 4*s.* 0*d.* „
and A and C earn 9*s.* in 1 day, ∴ A earns 5*s.* 0*d.* „
and A and B „ 9*s.* 6*d.* „ ∴ B „ 4*s.* 6*d.* „

Answer, A alone can earn 5*s.* 0*d.* per day.
B „ „ 4*s.* 6*d.* „
C „ „ 4*s.* 0*d.* „

2.

12	32567325
12	2713943–9
12	226161–11
12	18846–9
12	1570–6
12	130–10
12	10–10
	0–10

Answer, ttt69e9.

---

3. When the cost price is £100, the selling price, at a loss of 5 per cent., is £95.

If the selling price had been at a gain of 3 per cent., it would have been £103, *i.e.*, the goods would have been sold for £8 more.

∴ Since the goods, if sold at a gain of 3 per cent., would have fetched £4 more, the cost price is £$\frac{100}{2}$ = £50.

Answer, £50, cost of the goods

4.

	3 ft. 2 in.		
	5 ft. 7 in.		
15	10		
1	10′	2″	
17	8′	2″	
6	8		
106	1′	0″	
11	9′	5″	4‴
117	10′	5″	4‴
	12		
	125″		
	12		
	1504‴		

117 cub. ft. 1504 cub. in

$$1504 \text{ cub. in.} = \frac{1504}{1728} \text{ cub. ft.}$$

```
1728)1504·0(·8703
     13824
     12160
     12096
       6400
       5184
       1216
```

Answer, 117·8703 cubic feet.

(i.) $\sqrt{106\frac{628}{729}} = \sqrt{\frac{77902}{729}}$

```
                 77902(279·1092, &c.
                 4
47               379
                 329
549               5002
                  4941
5581                6100
                    5581
558209               5190000
                     5023881
5582182               16611900
                      11164364
                       5447536

                     729(27
                     4
47                   329
                     329
                     ...

9)279·1092, &c.
3)31·0121, &c.
```

Answer (i.), 10·3373 *nearly*.

(ii.)

```
                          2048383(127
        1³ =              1
   3 × 1² =   3           1048
   3 × 10² = 300
 3 × 10 × 2 =  60
        2² =   4
           364 × 2        728
3 × 12²  =  432           320383
3 × 120²  = 43200
3 × 120 × 7 = 2520
        7² =   49
          45769 × 7       320383
                          ......
```

Answer (ii.), 127 inches, or 3 yards 1 ft. 7 inches.

---

6. Interest of £100 for $6\frac{1}{4}$ years at 5 per cent. is £$31\frac{1}{4}$.

```
∴ £131¼ : £1801  11s ∴ £100
    20          20          4
  2625        36031
   525            4
  105 )144124(£1372  12s. 2⅔d.
       105
       391
       315
        762
        735
         274
         210
          64
           20
         1280
         1260
           20
           12
          240
          210
           30
```

Answer, £1372 12*s*. 2⅔*d*.

7. 100 marks = 185 francs.

$\therefore$ 1 mark = 1·85 francs.

40 marks or (1·85 × 40) francs, *i.e.*, 74 francs = $34\frac{1}{4}$ florins.

$$\therefore 1 \text{ florin} = \frac{74}{34\frac{1}{4}} \text{ francs} = \frac{296}{137} \text{ francs.}$$

12 florins, or $\left(\frac{296}{137} \times 12\right)$ francs, *i.e.*, $\frac{3552}{137}$ francs = £1 sterling.

```
137)3552(25
    274
    ---
     812
     685
     ---
     127
```

Answer, $25\frac{127}{137}$ francs exchange for £1 sterling.

---

8. $\cancel{27} : \cancel{60} :: \cancel{11220} \times \cancel{39{\cdot}39}$ inches.

$\cancel{3}\ 20 \qquad 3740 \quad 13{\cdot}13$

$\cancel{3}$

$$\frac{1870 \quad \cancel{3740} \times 13{\cdot}13 \times \cancel{20}}{\cancel{36} \times 1760}$$

$\cancel{18}$

9

$$= \frac{1870 \times 1313}{9 \times 17600}$$

```
 1760        1313
    9         187
 -----       -----
15840        9191
            10504
            1313
            ------
1440)245531(15
     15840
     -----
      87131
      79200
      -----
       7931
        721
```

Answer, $15\frac{721}{1440}$ miles.

9. (i.) 80° Reaumur = 212° − 32° or 180° Fahrenheit.

$$\therefore\ 1^\circ\ \text{R.} = \frac{\overset{9}{\cancel{180}}^\circ}{\underset{4}{\cancel{80}}}\ \text{Fahr.} = \frac{9^\circ}{4}\ \text{Fahr.}$$

$$\text{and } 1^\circ\ \text{Fahr.} = \frac{4^\circ}{9}\ \text{R.}$$

∴ when Fahrenheit marks 47°, *i.e.*, 15° above freezing point, Reaumur marks

$$\frac{4}{\underset{3}{\cancel{9}}}\ \text{of}\ \overset{5}{\cancel{15}} = \frac{20}{3} = 6\frac{2^\circ}{3}.$$

Answer (i.), $6\frac{2^\circ}{3}$ Reaumur.

(ii.) When Reaumur marks 93°, Fahrenheit will mark

$$\frac{9}{4}\ \text{of}\ 93^\circ = \frac{837^\circ}{4} = 209\frac{1^\circ}{4}$$

above freezing-point, *i.e.*, $209\frac{1^\circ}{4} + 32^\circ = 241\frac{1^\circ}{4}$.

Answer (ii.), $241\frac{1^\circ}{4}$ Fahrenheit.

10.

A puts in 200 sheep for *first* 6 months.
B " 160 " " "
360

£ $\frac{69}{360}$ = £ $\frac{23}{120}$ = rental per " " "

Also, A puts in 100 sheep for *second* 6 months.
B " 80 " " "
C " 120 " " "
300

= £ $\frac{23}{100}$ = rental per " " "

$$£\frac{23}{\cancel{120}_{3}} \times \cancel{200}^{5} + £\frac{23}{\cancel{100}} \times \cancel{100} = £61\frac{1}{3} = £61 \quad 6s.\ 8d.$$

$$£\frac{23}{\cancel{120}_{3}} \times \cancel{160}^{4} + £\frac{23}{\cancel{100}_{5}} \times \cancel{80}^{4} = £49\frac{1}{15} = £49 \quad 1s.\ 4d.$$

$$£\frac{23}{\cancel{100}_{5}} \times \cancel{120}^{6} = £27\frac{3}{5} = £27 \quad 12s.\ 0d.$$

$$£138 \quad 0s.\ 0d.$$

Answer, $\begin{cases} \text{A's share of rent, } £61 \quad 6s.\ 8d. \\ \text{B's} \quad \text{,,} \quad £49 \quad 1s.\ 4d. \\ \text{C's} \quad \text{,,} \quad £27 \quad 12s.\ 0d. \end{cases}$

11. $\left(\frac{60 \text{ gallons}}{6\frac{1}{4}} \times 60 \text{ minutes}\right)$ = cubic feet of water discharged per hour.

$\left(38 \text{ ft.} \times 26 \text{ ft.} \times \frac{1}{12} \text{ of } \frac{1}{12} \text{ ft.}\right)$ = cubic feet of leakage per hour.

$$\therefore\ 45\left(\frac{\cancel{60}^{12} \times \cancel{60}^{12} \times 4}{\cancel{25}} - \frac{\cancel{38}^{19} \times \cancel{26}^{13}}{\cancel{144}_{36}}\right) \div \left(38 \times 26\right)$$

= depth of the reservoir

$$= 45\left(576 - \frac{247}{36} \text{ or } 6\frac{31}{36}\right) \div 38 \times 26$$

$$= 45\left(569\frac{5}{36} \div 38 \times 26\right.$$

$$= \frac{\cancel{45}^{5} \times 20489}{38 \times 26 \times \cancel{36}_{4}} = \frac{102445}{3952} \text{ feet.}$$

```
3952)102445(25 ft. 11 in.
      7904
      23405
      19760
       3645
         12
      43740
      43472
        268
```

Answer, 25 ft. 11 in. depth (within an inch).

12.

$$£\frac{26180}{93\frac{1}{2}} = \frac{\overset{140}{\cancel{26180}} \times 2}{\cancel{187}} = 280 \text{ cents of 1st stock.}$$

$$\frac{140 \times 92\frac{1}{4}}{97} = \frac{\overset{35}{\cancel{140}} \times 369}{\cancel{4} \times 97} = \text{No. of cents of 2nd stock.}$$

$$\frac{35 \times 369 \times 4}{97} = \frac{51660}{97} = \text{income from 2nd stock.}$$

```
97)51660(£532 11s. 6d.
   485
    316
    291
     250
     194
      56
      20
     1120
      97
      150
       97
       53
       12
      636
      582
       54
```

1st Income $= 280 \times 3$ $= £840$

2nd Income $= £532\ 11s.\ 6d.$

$+ £420\ \ 0s.\ 0d. = £952\ 11s.\ 6d.$

Difference $= £112\ 11s.\ 6d.$

Answer, £112 11*s*. 6*d*.

---

13. $3{\cdot}\dot{6}$ of ${\cdot}9\dot{5}\dot{4}$ of ${\cdot}\dot{4}2857\dot{1}$ of 2*s*. 3*d*.

$$= 3\frac{6}{9} \text{ of } \frac{945}{990} \text{ of } \frac{3}{7} \text{ of } \frac{9}{4}s.$$

$$\frac{\overset{27}{\cancel{33}}}{\cancel{9}} \text{ of } \frac{\overset{\cancel{189}}{\cancel{945}}}{\underset{2}{\cancel{990}}} \text{ of } \frac{\cancel{3}}{\cancel{7}} \text{ of } \frac{9}{4}s. = \frac{27}{8}s. = 3s.\ 4\tfrac{1}{2}d.$$

Answer, 3*s*. 4$\frac{1}{2}$*d*.

14. The watch gains $1\frac{1}{4}$ minutes in 1 day, that is, it goes 24 hours $1\frac{1}{4}$ minutes in 24 hours.

From November 12 to December 25 = 43 days.

Then, if the watch goes 24 hours $1\frac{1}{4}$ minutes in 24 hours, in how many hours will it go 43 × 24 hours?

24 hrs. $1\frac{1}{4}$ min. : 43 × 24 hrs. :: 24 hrs.

$$\frac{43 \times 24 \times 24}{24\frac{1\frac{1}{4}}{60}} = \frac{43 \times 24 \times 24 \times 48 \text{ hrs.}}{1153}$$

43	1032	24768
6	6	12
258	6192	297216
4	4	4
1032	24768	1188864

```
1153)1188864(1031 hrs. 6 min. 17 sec.
     1153
      3586
      3459
       1274
       1153
        121
          60
       7260
       6918
        342
          60
       20520
       1153
        8990
        8071
         919
```

∴ when the watch has gone 1032 hours, *i.e.*, when it points at noon on Christmas Day, 1031 hours, 6 minutes, $17\frac{919}{1153}$ seconds of true time will have elapsed.

1032 hrs.
1031 „ 6 min. $17\frac{919}{1153}$ sec.
53 „ $42\frac{234}{1153}$ „

∴ the true time will be 53 minutes, $42\frac{234}{1153}$ seconds to noon, or 6 minutes $17\frac{919}{1153}$ seconds past 11 A.M.,—*Answer.*

In working his paper at the examination the candidate must proceed carefully, neatly, and expeditiously. He should leave a quarter-page margin on each side of the paper which is to contain his work. In the left-hand margin the numbers of the questions, and the answers, should be placed in the manner exemplified in the foregoing worked papers. The right-hand margin should be reserved for such rough calculations as cannot well be included in the body of the sum, and they should be put down neatly, and in a manner which will enable the examiner to see at once to what they refer. The middle half-page should contain the sum, neatly and clearly worked out, with all necessary explanations appropriately set forth. The foregoing specimen worked papers will exemplify these points. Let the candidate remember that he can work more expeditiously and more surely by setting down his sum clearly and distinctly, than by scribbling a confused mass of figures from which, by processes not made manifest, he evolves an answer. The candidate who lacks method and neatness will often go wrong from that very cause, and if he should make a mistake it will be as difficult for him to detect and amend it, as it will be, when he is right, for the examiner to find and account for the correct answer. Confused correctness exasperates the examiner and loses marks, when error, palliated by distinctness and neatness, moves his compassion and wins a tributary mark.

The candidate should wisely judge the time at his disposal, and work hard to finish the paper. He should put all the questions down in their order, but he may so far deviate from the instructions at the head of the paper as to defer working any sums about which he is very uncertain until he has finished the others. In

such cases, however, sufficient space should always be left for working the sums in their proper place, and the candidate should return to the questions thus left, and tackle them before time is up, even though he is thereby compelled to leave the latter part of the paper unfinished.

In concluding our remarks upon this branch of the examination, we must impress upon the candidate the necessity of conscientious study and constant practice in Arithmetic, which is perhaps the most decisive part of the Competition for the Lower Division.

CHAPTER IV.

BOOKKEEPING.

BOOKKEEPING is now generally taught in schools, and we may presume that most candidates for the Lower Division are sufficiently acquainted with its principles. The examination is, however, very searching, and the candidate must not feel satisfied with a knowledge of this subject in any way imperfect, nor should he habituate himself to a slipshod method of practice.

The principles of bookkeeping should be thoroughly understood and mastered, and the student should adopt a steady and persevering system of practice.

A very serviceable little book explaining the theory of Double Entry, entitled *Bookkeeping No Mystery*, is published by Crosby Lockwood and Co. The best text-book for the student who has mastered the principles of bookkeeping is undoubtedly Hunter's *Civil Service Bookkeeping*, which consists of a carefully arranged series of questions and answers, with explanatory remarks. The practical value of this work will be appreciated by the student. He should carefully study the explanatory remarks, while he steadily works through the examples; and he should pay particular attention to the preliminary exercises in *journalising*.

The Civil Service examiners generally require a Cash Book, a Journal, and a Ledger, to be compiled from Waste Book entries furnished. The particular

forms of Cash Book and Journal most approved are given and explained in Hunter's work. The candidate will find it necessary to work quickly, as, although the transactions furnished do not seem very numerous, they entail as much work as can be managed in the time allowed—3 hours. The books compiled should be rendered complete in every detail, and attention should be paid to neatness. The candidate should make a great effort to reach and finish the theoretical questions, to which many marks are assigned. We append two examples of the examination papers given.

SPECIMEN I.

1879.		£	s.	d.	£	s.	d.
Jan. 1.	Amount of my present capital employed in Trade				979	15	9
„	Goods on hand				452	7	3
„	Dr. balances from personal accounts in old Ledger :—						
	John Smith .	111	5	6			
	W. Tarn .	32	15	4			
	E. Treloar .	69	8	7			
					213	9	5
„	Cr. balances from personal accounts in old Ledger :—						
	B. W. Maughan .	4	6	5			
	J. Rabone & Sons	203	8	6			
					207	14	11
„	Bills payable not yet due :—						
	Western & Co.	79	18	9			
	J. Woodman	243	12	8			
					323	11	5
„	Bills receivable not yet due :—						
	John Smith .	255	7	2			
	Alfred Thomas	115	8	8			
	E. Treloar .	74	9	7			
					445	5	5

1879.		£	s.	d.
Jan. 1.	Cash in hand	37	3	6
„	Cash at Bank	362	16	6
5.	Received of W. Tarn . . .	31	9	0
	viz. 32 5 4			
	Less discount 0 16 4			
6.	Sold E. Treloar, goods . . .	112	1	6
„	Paid into Bank	50	0	0
„	Bought of Western & Co., goods . .	324	1	7
8.	Sold Alfred Thoms, goods . . .	118	10	0
10.	Accepted draft of Western & Co., at 2 months	324	1	7
„	Paid B. W. Maughan to balance account .	4	1	0
„	Paid J. Rabone & Sons by cheque . .	203	8	6
13.	Western's bill, due this day, paid at Bank .	79	18	9
15.	Shipped by 'Glenlyon' S.S. to order of Lane, Crawford, & Co., Shanghai, on joint account of self and J. Rabone & Sons, goods	318	18	8
„	Charges on shipment per 'Glenlyon':—			
	£ s. d.			
	Freight . . . 26 2 4			
	Insurance . . . 6 0 0			
	Postage, &c. . . 0 17 6			
	My commission . 10 11 2			
		43	11	0
20.	Received of John Smith, his acceptance at 1 month	111	5	6
„	E. Treloar paid in to my account at Bank .	69	8	7
25.	Sold J. Smith, goods . . .	247	5	7
„	Alfred Thoms' bill, due this day, paid at Bank	115	8	8
27.	Paid to Shaw, Savill, & Co. by cheque, freight on shipment per 'Glenlyon,' less 5 %	24	16	2
31.	Paid rent of warehouse by cheque . .	24	0	0
„	Paid clerk's salary	10	0	0
„	Petty expenses in month . . .	4	5	1

1. In the form of Cash Book provided enter all the Cash and Bank transactions.

2. Journalise in one of the two forms provided all the transactions.

3. Post all the transactions into the Ledger.

4. Balance and close the Ledger, carrying all the closing entries through the Journal (if you are able to do so). Show the Trial Balance and open a Balance Account. The goods on hand may be valued at £106.

5. Am I solvent or insolvent on January 31? By how much?

6. Have I lost or gained in the month? How much?

*** *The following should not be attempted until you have done all you can of the above.*

7. After the Ledger for 1879 has been balanced and closed a fire takes place, which destroys all the books except the Ledger for 1878 and that for 1879, but leaves these complete except that from the Ledger of 1879 the Capital (or Stock) account, the Profit and Loss account, and the Balance account have disappeared. No new capital has been introduced in 1879, and no capital withdrawn.

   (*a*) How can the net capital on January 31, 1879, be ascertained?

   (*b*) How can the net profit or loss in 1879 be ascertained?

8. On February 1, 1879, I discover that though the Ledger of 1878 had been closed and balanced, the amount brought forward, as due by W. Tarn, should have been £52 15*s.* 4*d.* (not £32 15*s.* 4*d.*), and this is found to have been caused by an overpost to his credit from a correct journal entry.

   (*a*) What entry should now be made in the Journal for 1879?

   (*b*) What must be done in the books for 1878?

9. What should be the entries in the Journal of a Government Department for the following :—

1879.		£	s.	d.
March 24.	Received notice from Treasury that the Savings on Vote for 1877–78 had been surrendered	65	1	2
„ 25.	Paymaster-General requested to pay extra receipts to Exchequer . .	10	19	6
April 4.	Voted on account, 1879–80 . .	5000	0	0

SPECIMEN II.

1. Enter in the cash book put before you as much of what follows as should be placed there.

1876.

Jan. 1. Purchased business of J. Cooper, including goodwill, goods in hand valued at £650, and the book debts, mentioned below, for £1500, to be paid in equal monthly instalments of £125 without interest, and accepted his draft for the several amounts.

Book Debts.

	£	s.	d.
Abraham Cowley	21	2	9
Johnson & Co.	1	15	2
James Maynard	14	6	7

		£	s.	d.
Jan. 1.	Cash in hand	29	7	2
„ „	Cash at Bank . . .	278	1	5
„ 2.	Advanced to Clerk for petty expenses .	25	0	0
„ 5.	Sold A. Cowley, goods . . .	35	4	6
„ 7.	Sold John Brown, goods . . .	126	15	2
„ 22.	Bought of Johnson & Co., goods . .	217	9	6
„ 25.	Sold W. Smith, goods . . .	326	7	9
„ 28.	Received of A. Cowley, viz. :—			
	Account 35 4 6			
	Less allowed 17 6			
		34	7	0

1876.		£	s.	d.
Feb. 1.	John Brown paid into my account at Bank	126	15	2
„ „	Paid into Bank	35	0	0
„ „	Accepted draft of Johnson & Co. at 3 months	215	14	4
„ 4.	J. Cooper's bill paid at Bank . .	125	0	0
„ 10.	Received of W. Smith his acceptance at 1 month	326	7	9
„ 11.	Sold A. Cowley, goods . . .	33	5	6
„ 12.	Sold J. J. Johnston, goods . . .	262	1	5
„ 28.	Bought of Maule & Co., goods . .	16	10	0
Mar. 1.	Received of A. Cowley . . .	21	2	9
„ 4.	J. Cooper's bill paid at Bank . .	125	0	0
„ 10.	Paid Maule & Co. by cheque . .	16	10	0
„ 31.	Petty expenses paid by clerk during quarter	17	5	2

2. Journalise on one of the two forms provided all the above entries.
3. Post from the Journal all entries into the Ledger put before you.
4. Balance and close the Ledger, showing the Balance Account and the Trial Balance. Value the goods on hand at £200.
5. What has been the gain or loss during the quarter, (*a*) on goods, (*b*) net?
6. Was the owner of these books solvent or insolvent on March 31? By how much?
7. By how much was the owner of these books solvent or insolvent on January 1, after purchase of the business?
8. When a Cash Book is kept similar to that you have made in Answer to Question 1, what is the advantage of passing all the cash transactions through the Journal? What in this case is the use of the Ledger cash account?

The specimen examination papers given above will enable the student to form an idea of the test to which he will be subjected. Other examples are given in the published reports and papers of the Civil Service Commissioners, and these will afford him plenty of practice.

With regard to the questions in Official bookkeeping, we think the student will find sufficient information in

Appendix B of *Hamilton and Ball's Bookkeeping*. At the earlier competitions, it was the practice of the examiners to allow the candidate an option between a paper in commercial bookkeeping and one in Public Accounts. Now, however, one or two questions only are asked about the latter. It is very difficult to acquire a proper knowledge of Official Bookkeeping without experience: we know of no clear and exhaustive work on the subject which could sufficiently instruct the inexperienced, and we recommend the student, if he has no exceptional means of instructing himself therein, to confine himself to accomplishing perfectly the commercial part of the examination, which will no doubt entitle him to 90 per cent. of the marks.

As a guide to the candidate, however, we subjoin one of the old examination papers in Official Bookkeeping.

Official Bookkeeping.

1. Journalise the following statements, selecting for the purpose the proper form of journal from among those placed before you.

I. The '——— Department' begins the financial year, 1869–70, with the following balances:—

		£	s.	d.
	Office Keeper, in hand .	46	4	4
	Chief Clerk, in hand .	141	12	9
	Paymaster-General .	721	0	8
	Outstanding Orders .	342	19	3
1869.				
April 15.	Amount voted on account . .	1500	0	0
May 1.	Paid to Office Keeper by Chief Clerk, on Imprest	100	0	0
May 31.	Extra Receipts brought to account, and Paymaster-General authorised to receive them	55	0	0

1869.		£	s.	d.
June 30.	Order on Pay Office to pay salaries	1553	0	0
"	Payments by Office Keeper in quarter :—			
		£ s. d.		
	Salaries . . .	14 14 0		
	Travelling Expenses .	7 7 0		
	Incidental Expenses .	118 16 9		
		140	17	9
"	Receipts by Paymaster-General in quarter :—			
		£ s. d.		
	Exchequer Grant . .	1500 0 0		
	Exchequer Extra Receipts .	55 0 0		
		1555	0	0
June 30.	Payments by Paymaster-General .	1499	0	0
July 1.	Order made on Pay Office—Imprest to Office Keeper	100	0	0
July 30.	Balance of Estimate voted . .	5800	0	0

The Estimate was as follows:—

——— Department.

I. Estimate of the amount required in the year ending March 31, 1870, to pay the expenses connected with the ——— Department. Seven thousand three hundred pounds.

II. Sub-heads under which this vote will be accounted for:—

	1869–70	1868–69	Increase	Decrease
	£	£	£	£
A. Salaries	6500	6400	100	—
B. Travelling expenses .	200	150	50	—
C. Incidental expenses .	600	700	—	100
	7300	7250	150	100

Increase, £50

1869.			£	s.	d.
Aug. 31.	Order made on Pay Office for Law Stationer's Bill . . .		73	10	0
„	Order made on Pay Office for Imprest to Office Keeper . . .		100	0	0
Sept. 30.	Order made on Pay Office for Salaries .		1554	0	0
„	Payments by Office Keeper in quarter:—				
	Salaries		16	1	0
	Travelling Expenses . . .		54	17	6
	Incidental Expenses . . .		104	2	0
„	Received by Pay Office in quarter:—				
	Exchequer Grant . . .		2500	0	0
„	Paid at Pay Office in quarter, viz., .		1760	0	0
	on Orders . .	1705 0 0			
	by transfer to Exchequer (extra receipts) . .	55 0 0			
Oct. 15.	Order made on Pay Office for Imprest to Office Keeper . . .		100	0	0
„	Order made on Pay Office for Imprest to J. Smith for travelling expenses .		10	0	0
Dec. 1.	Order made on Pay Office for Imprest to Office Keeper . . .		100	0	0
Dec. 31.	Order made on Pay Office for Salaries .		1554	0	0
„	Payments by Office Keeper in quarter:—				
	Salaries . . .	14 14 0			
	Travelling expenses .	47 2 0			
	Incidental expenses .	125 7 0			
			187	3	0

„ Paymaster-General's account for quarter:—

	£	s.	d.
Oct. 1. Balance . .	1517	0	8
Exchequer Supplies, 1869–70 .	1300	0	0
	2817	0	8
Deduct Payments . . .	1535	0	0
	£1282	0	8

1870.		£	s.	d.
Jan. 1.	Order made on Pay Office for Imprest to Office Keeper . . .	100	0	0
March 15.	Ditto.	100	0	0
„ 26.	Savings of 1868–69 resigned to the Exchequer	565	18	6
„ 31.	Order made on Pay Office for Salaries	1556	10	0

„ 31. Paymaster-General's Account for quarter:—

	£	s.	d.
Jan. 1. Balance . . .	1282	0	8
Exchequer Supplies, 1869–70 .	1000	0	0
	2282	0	8
Deduct payments. . .	1850	0	0
	£432	0	8

2. Post from the Journal into the Ledger put before you.
3. Balance the Ledger, showing the Trial Balance.
4. Make the necessary closing entries in the Journal, and close the Ledger.

We append the Journal compiled, in answer to Question 1, from the above transactions. The necessary closing entries, posted from the Ledger, appear therein; and we subjoin the Trial Balance of the Ledger, which will show the titles of the Ledger Accounts required. The posting into the Ledger will now be merely a mechanical process. The study of these practical illustrations of the method of keeping Public Accounts, with the aid of the text-book quoted, should enable the candidate to answer with ease the few questions generally given.

JOURNAL.

Drs. £	s.	d.	1869–70.	Crs. £	s.	d.
			Balances Brought Forward.			
			April 1, 1869.			
46	4	4	Office Keeper.			
141	12	9	Chief Clerk.			
			To Department, General Account	187	17	1
721	0	8	Paymaster-General.			
			To Orders Payable . .	342	19	3
			To Department, General Account	378	1	5
908	17	9		908	17	9
			April 15, 1869.			
1500	0	0	Exchequer.			
			To Department, General Account	1500	0	0
			May 1, 1869.			
100	0	0	Office Keeper.			
			To Chief Clerk . . .	100	0	0
			Ditto.			
55	0	0	Paymaster-General.			
			To Exchequer (Extra Receipts) .	55	0	0
			June 30, 1869.			
1567	14	0	Salaries.			
			To Orders Payable . .	1553	0	0
			„ Office Keeper . . .	14	14	0
			Ditto.			
7	7	0	Travelling Expenses.			
118	16	9	Incidental Expenses.			
			To Office Keeper . . .	126	3	9
			Ditto.			
1500	0	0	Paymaster-General.			
			To Exchequer . . .	1500	0	0
5757	15	6	*Carried forward* . .	5757	15	6

Drs. £	s.	d.	1869–70 (*continued*).	Crs. £	s.	d.
5757	15	6	*Brought forward* .	5757	15	6
			June 30, 1869.			
1499	0	0	Orders Payable.			
			To Paymaster-General .	1499	0	0
			July 1, 1869.			
100	0	0	Office Keeper.			
			To Orders Payable .	100	0	0
			July 30, 1869.			
5800	0	0	Exchequer.			
			To Department, General Account	5800	0	0
			August 31, 1869.			
73	10	0	Incidental Expenses.			
100	0	0	Office Keeper.			
			To Orders Payable .	173	10	0
			September 30, 1869.			
1570	1	0	Salaries.			
			To Orders Payable .	1554	0	0
			„ Office Keeper . .	16	1	0
			Ditto.			
54	17	6	Travelling Expenses.			
104	2	0	Incidental Expenses.			
			To Office Keeper . .	158	19	6
			Ditto.			
2500	0	0	Paymaster-General.			
			To Exchequer . .	2500	0	0
			Ditto.			
1705	0	0	Orders Payable.			
55	0	0	Exchequer (Extra Receipts).			
			To Paymaster-General .	1760	0	0
19,319	6	0	*Carried forward* .	19,319	6	0

Drs. £	s.	d.	1869–70 (*continued*).	Crs. £	s.	d.
19,319	6	0	*Brought forward* .	19,319	6	0
			October 15, 1869.			
100	0	0	Office Keeper.			
10	0	0	Travelling Expenses.			
			To Orders Payable .	110	0	0
			December 1, 1869.			
100	0	0	Office Keeper.			
			To Orders Payable .	100	0	0
			December 31, 1869.			
1568	14	0	Salaries.			
			To Orders Payable .	1554	0	0
			„ Office Keeper . .	14	14	0
			Ditto.			
47	2	0	Travelling Expenses.			
125	7	0	Incidental Expenses.			
			To Office Keeper . .	172	9	0
			Ditto.			
1300	0	0	Paymaster-General.			
			To Exchequer . .	1300	0	0
			Ditto.			
1535	0	0	Orders Payable.			
			To Paymaster-General .	1535	0	0
			January 1, 1870.			
100	0	0	Office Keeper.			
			To Orders Payable .	100	0	0
			March 15, 1870.			
100	0	0	Office Keeper.			
			To Orders Payable .	100	0	0
24,305	9	0	*Carried forward* .	24,305	9	0

Drs. £	s.	d.	1869–70 (*continued*).	Crs. £	s.	d.
24,305	9	0	*Brought forward* .	24,305	9	0
			March 26, 1870.			
565	18	6	Department, General Account.			
			To Exchequer . .	565	18	6
			March 31, 1870.			
1556	10	0	Salaries.			
			To Orders Payable .	1556	10	0
			Ditto.			
1000	0	0	Paymaster-General.			
			To Exchequer . .	1000	0	0
			Ditto.			
1850	0	0	Orders Payable.			
			To Paymaster-General .	1850	0	0
29,277	17	6		29,277	17	6
			CLOSING ENTRIES.			
6804	1	3	Department, General Account.			
			To Sub-head A: Salaries.	6262	19	0
			" B: Travelling Expenses	119	6	6
			" C: Incidental Expenses	421	15	9
1150	18	0	Balance Account.			
			To Chief Clerk . .	41	12	9
			" Office Keeper . .	243	3	1
			" Exchequer . .	434	1	6
			" Paymaster-General .	432	0	8
654	19	3	Orders Payable (Outstanding Orders).			
237	1	0	Department, General Account (Sub-head A)			
80	13	6	Ditto (Sub-head B)			
178	4	3	Ditto (Sub-head C)			
			To Balance Account .	1150	18	0
38,383	14	9	Total	38,383	14	9

TRIAL BALANCE OF LEDGER.

Drs. £	s.	d.	Ledger Accounts.	Crs. £	s.	d.
565	18	6	Department, General Account	7865	18	6
6262	19	0	Sub-head A: Salaries.			
119	6	6	„ B: Travelling Expenses.			
421	15	9	„ C: Incidental Expenses.			
141	12	9	Chief Clerk	100	0	0
746	4	4	Office Keeper	503	1	3
6589	0	0	Orders Payable	7243	19	3
7076	0	8	Paymaster-General	6644	0	0
7355	0	0	H.M. Exchequer	6920	18	6
29,277	17	6	Total	29,277	17	6

CHAPTER V.

DIGEST OF RETURNS INTO SUMMARIES.

THIS is a long name, and to the uninitiated reader a mysterious one. But the work is very simple, and only requires care and neatness. A mass of facts are placed before the candidate, and it is his task to collect and tabulate them according to the particular directions given.

We append three specimen papers, for the purpose of illustrating our remarks upon the subject.

The candidate's first care should be to examine the paper until he thoroughly understands the nature of his task. Five minutes spent in this way will enable him to avoid the blunders which otherwise he would surely make. He must now take notice of the *Specimen of Form* supplied, and the space required for its proper reproduction should be carefully calculated before he commences the work. The form should then be neatly ruled and headed, every step of the process being carefully tested as it is made, for any error in this part of the task ruins the work at its commencement. When the form is perfected, without blot, smear, or alteration, the candidate should carefully arrange the first column in the manner directed, and having done so, he should work steadily through the other columns. The columns of calculation should be left until all the facts are arranged and entered under their respective heads.

The instructions (*a*) and (*b*) on the first paper following should be strictly obeyed, and no time should be wasted in trying to evade them by preliminary pencilling. The candidate should go to work in an intelligent, straightforward, and thorough manner, not hovering about confusedly and hurriedly from one Return to another, but taking each in its turn and tackling it carefully and systematically until he has exhausted it. The time allowed is 2½ hours. Five minutes at least should be spent in the preliminary examination of the paper; forty minutes might well be occupied in arranging, ruling, and heading the form; 45 minutes will probably be sufficient for tabulating all the facts; and the remaining hour will be required for the finishing calculations. The time for tabulating and calculating will of course vary according to the requirements of the particular form. In our third specimen paper, by far the largest share of this time is required for tabulating, while in the first paper the case is reversed. The later exercises of the Civil Service examiners give an increased number of columns to be filled up by calculation. The candidate should be careful to check each step in his process immediately *before* he sets it down in black and white. Each entry affects his subsequent calculations, and an error unperceived will wreck his work in its most important point, accuracy, while if he hurry through the whole with intent to check it when complete, he will most probably end in disaster.

This subject is so important, and yet so practicable, and there is such diversity of merit therein, that the student should take plenty of practice in it. It is a subject in which success can only be insured by practice. The Reports and published papers of the Civil Service Commissioners will furnish numerous exercises, all of

which should be worked by the careful steady method which we have indicated above and illustrated in the following examples. The Weekly Returns of the Revenue Department, published in the 'London Gazette,' will also afford an excellent means of practice if the student exercise a little ingenuity in devising a form of summary.

DIGEST OF RETURNS INTO SUMMARIES.

Specimen I.

N.B.—(*a*) The work should be done correctly, neatly, and quickly: but in assigning marks, more importance will be attached to accuracy than to quickness.

(*b*) The paper put before you must not be mutilated in any way. Mistakes should be corrected, but no erasure is to be made. Calculations may be made on waste paper, which will be provided for that purpose, but no rough copy of any part of the Form is to be made.

Rule a Form, which may be as *wide* as your paper will admit, like the subjoined specimen, and enter in the several columns the particulars given, observing carefully the following instructions:—

1. That the Superintendent-Registrar's Districts should be entered in the Form in strict alphabetical order.
2. That all capitals and stops given in the Specimen of Form are to be exactly reproduced.
3. That the figures in six of the columns are to be supplied by you.
4. That the 'Proportion to Population' is to be entered thus, '1 in ——,' that is, 1 in 394 or 1 in 260, &c., as the case may be, neglecting fractions.
5. That 'percentage' in column 11 is to be obtained from columns 1 and 10, and is to be calculated to two places of decimals.

SPECIMEN OF FORM.

NUMBERS *of the* BLIND, *of the* DEAF *and* DUMB, *of* IDIOTS *and* IMBECILES, *and of* LUNATICS, *in* SUPERINTENDENT REGISTRARS' DISTRICTS.

SUPERINTENDENT REGISTRAR'S DISTRICT	Population	BLIND		DEAF AND DUMB		IDIOTS and IMBECILES		LUNATICS		Total number of Blind, Deaf and Dumb, Idiots and Imbeciles, and Lunatics	Per centage of Total Number as given in previous column to Population
		No.	Proportion to Population	No.	Proportion to Population	No.	Proportion to Population	No.	Proportion to Population		
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.

RETURNS RECEIVED FROM SUPERINTENDENT REGISTRARS' DISTRICTS.

Population.

Liverpool, 238,411; Prescot, 92,551; Ormskirk, 59,310; Wigan, 111,874; Warrington, 54,394; Bolton, 158,408; Bury, 109,155; Barton-upon-Irwell, 51,571; Chorlton, 211,384; Salford, 128,890; Manchester, 251,956; Oldham, 126,982; Burnley, 87,809; Clitheroe, 21,081; Blackburn, 143,810; Chorley, 43,004; Lancaster, 32,661.

	Liverpool	Wigan	Chorlton	Manchester
Idiots and Imbeciles	89	156	123	443
Lunatics . . .	55	21	140	1,042
Blind . . .	317	89	141	232
Deaf and Dumb .	187	62	102	106

Deaf and Dumb or Blind.

Prescot, 54 blind, 40 deaf and dumb; Oldham, 90 blind, 65 deaf and dumb; Ormskirk, 32 blind, 23 deaf and dumb; Burnley, 43 deaf and dumb, 75 blind; Warrington, 19 deaf and dumb, 43 blind; Clitheroe, 11 deaf and dumb, 26 blind; Bolton, 71 deaf and dumb, 139 blind; Blackburn, 94 blind, 60 deaf and dumb; Bury, 88 blind, 41 deaf and dumb; Chorley, 94 blind, 60 deaf and dumb; Barton-upon-Irwell, 154 deaf and dumb, 108 blind; Lancaster, 23 blind, 18 deaf and dumb; Salford, 50 deaf and dumb, 94 blind.

Lunatics.

Oldham, 2; Burnley, 20; Clitheroe, 11; Blackburn, 12; Chorley, 4; Lancaster, 972; Prescot, 650; Ormskirk, 7; Warrington, 231; Bolton, 53; Bury, 119; Barton-upon-Irwell, 20; Salford, 23.

Idiots and Imbeciles.

Lancaster, 144; Chorley, 65; Blackburn, 216; Clitheroe, 41; Burnley, 97; Oldham, 215; Salford, 111; Barton-upon-Irwell, 63; Bury, 121; Bolton, 194; Warrington, 58; Ormskirk, 53; Prescot, 137.

Let us now examine this exercise. First, with regard to the *form*, we find that the column of districts should be wide enough to admit the longest name, *Barton-upon-Irwell*, without cramping it; that column No. 1 must admit a number containing 6 figures; that columns 2, 4, 6, 8, 10 and probably 11 will need to be of about the same width, sufficient only to admit 4 figures easily; and that the remaining columns, 3, 5, 7, and 9 must be of equal width, and roomy enough to admit an expression as long as '*1 in 60,000*,' which we calculate by taking the case of the smallest number of infirm, viz., *Oldham*, *Lunatics* 2, and forming a rough idea of its proportion to population. Now divide the whole width of the paper supplied into spaces in accordance with the above estimate, by means of light dots on about the middle line of the paper. In order to determine how far from the top of our paper to begin the form, we estimate the length of the form by calculating the number of lines to be occupied. There will be 1 line for the heading, say 6 for the sub-heads, as printed, 4 for the horizontal rulings, 17 for the districts, according to the Population Return, and 1 as a spare line to prevent cramping: total, 29. If, as is usually the case, our paper contains 34 faint blue lines, we shall do well to write the heading of the form on the 4th line on the paper, thus leaving 3 blank lines at the top and two at the bottom of the form. The heading should be written very carefully, space being so well judged as to prevent crowding out, and it should be begun at the left edge and carried right across the paper, which is usually an open sheet of foolscap. The first horizontal ruled line, a thick one, should be drawn along the next blue line, and on the 27th blue line from it another parallel black line should be ruled. These must now be joined by the required *heavy* perpendicular lines, ruled over the dots

which we have placed to determine the width of the respective columns; and the first light perpendicular line, and the light double lines between columns 10 and 11, can also be drawn. The outer edges of the form should now be joined by heavy lines. The sub-heads of columns 10 and 11 should now be written, so as to occupy 6 lines, as in the printed form; and along the following line the light horizontal ruling should be drawn. The sub-heads BLIND, &c., should now be written between the heavy perpendiculars, and on the second blue line after the first heavy horizontal. On the following blue line, the light horizontal line across columns 2, 3, 4, 5, 6, 7, 8, and 9 can now be ruled. The light perpendicular lines dividing these columns may next be ruled over the dots already placed to determine the spaces; and finally the remaining heads and sub-heads may be written. Care must be taken to reproduce the capitals and stops exactly as they are printed; and where the whole word is printed in capitals, it should be written in text-hand. The sub-heads should be written carefully, and in the position in their respective spaces in which they will show to the best advantage.

The form is now completed, and that is half the battle. If it be carefully, neatly, and correctly done, the beauty and merit of the whole paper will be more than half ensured, and the rest of the exercise can be accomplished with the greater facility.

If we now look at the Returns, we shall see at once that the Population Return must contain all the districts. It may sometimes happen that a district will be omitted from another Return, but each of the districts must have a population. Therefore we can arrange the districts in alphabetical order from this return. The best way will be to glance through it again and again, taking the

districts in strict alphabetical order, and inserting them with their respective populations in the form, until the whole return is exhausted.

The Return relating to the four towns, Liverpool, &c., should now be dealt with, and so on with the other Returns. In the return of DEAF AND DUMB OR BLIND, care must be taken to notice when the order of the statement is suddenly reversed, as for instance in the cases of Ormskirk and Burnley. The candidate should strictly check every entry in the fom, as he makes it.

Columns 1, 2, 4, 6, and 8 will now be filled up; and the next step will be to add together the numbers in columns 2, 4, 6, and 8, so as to form the totals which will fill column 10.

It will be the most convenient course to proceed next to obtain the percentages in column 11. This is done by a similar proportion to the following in each case:

$$51{,}571 : 100 :: 345$$

and this is equivalent to multiplying each of the totals in column 10 by 100, and dividing by their corresponding populations.

The concluding operation of the exercise will consist in filling columns 3, 5, 7, and 9, which, as is easily seen, will be done by dividing the population by the number of Blind, Deaf, &c., in each case respectively.

All these calculations must be done on scrap paper, and should be performed very quickly but carefully. In many cases the results will be apparent with very little calculation.

We have now stood at the candidate's elbow and prompted every step of his work, so as to explain thoroughly the quickest, surest, and safest manner of working this exercise. We append the results which would appear in the form.

NUMBERS *of the* BLIND, *of the* DEAF AND DUMB, *of* IDIOTS *and* IMBECILES, *and of* LUNATICS, *in* SUPERINTENDENT REGISTRARS' DISTRICTS.

Superintendent Registrar's District	Population	Blind		Deaf and Dumb		Idiots and Imbeciles		Lunatics		Total number of Blind, Deaf and Dumb, Idiots and Imbeciles, and Lunatics	Percentage of Total Number as given in previous column to Population
		No.	Proportion to Population	No.	Proportion to Population	No.	Proportion to Population	No.	Proportion to Population		
Barton-upon-Irwell .	51,571	108	1 in 478	154	1 in 335	63	1 in 819	20	1 in 2579	345	·66
Blackburn .	143,810	94	1 in 1514	60	1 in 2397	216	1 in 666	12	1 in 11984	382	·26
Bolton . .	158,408	139	1 in 937	71	1 in 2231	194	1 in 817	53	1 in 2989	457	·28
Burnley .	87,809	75	1 in 1171	43	1 in 2042	97	1 in 905	20	1 in 4390	235	·26
Bury . .	109,155	88	1 in 1240	41	1 in 2662	121	1 in 902	119	1 in 917	369	·33
Chorley .	43,004	94	1 in 457	60	1 in 717	65	1 in 662	4	1 in 10751	223	·51
Chorlton .	211,384	141	1 in 1499	102	1 in 2072	123	1 in 1719	140	1 in 1510	506	·23
Clitheroe .	21,081	26	1 in 811	11	1 in 1916	41	1 in 514	11	1 in 1916	89	·42
Lancaster .	32,661	23	1 in 1420	18	1 in 1815	144	1 in 227	972	1 in 34	1157	3·54
Liverpool .	238,411	317	1 in 752	187	1 in 1275	89	1 in 2679	55	1 in 4335	648	·27
Manchester .	251,956	232	1 in 1086	106	1 in 2377	443	1 in 568	1042	1 in 242	1823	·72
Oldham .	126,982	90	1 in 1411	65	1 in 1954	215	1 in 591	2	1 in 63491	372	·29
Ormskirk .	59,310	32	1 in 1853	23	1 in 2579	53	1 in 1119	7	1 in 8473	115	·19
Prescot .	92,551	54	1 in 1714	40	1 in 2314	137	1 in 676	650	1 in 142	881	·95
Salford .	128,890	94	1 in 1371	50	1 in 2578	111	1 in 1161	23	1 in 5604	278	·21
Warrington .	54,394	43	1 in 1265	19	1 in 2863	58	1 in 938	231	1 in 235	351	·64
Wigan . .	111,874	89	1 in 1257	62	1 in 1804	156	1 in 717	21	1 in 5327	328	·29
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.

SPECIMEN II.

Rule a form like the subjoined specimen, and enter in it the statements which follow, observing—

1. That all capitals and stops are to be exactly reproduced.

2. That the entries are to be inserted in the table in strict chronological order, commencing with the year 1854.

3. That the figures in four of the columns are to be supplied by you, and that the percentages in the fifth and seventh columns should be calculated to one place of decimals.

(*Specimen of Form.*)

RAILWAY RETURNS.

SUMMARY TABLE FOR UNITED KINGDOM IN EACH YEAR FROM 1854 TO 1865.

LENGTH OF LINES, PASSENGERS *conveyed*, GROSS *and* NET RECEIPTS, *and* WORKING EXPENSES.

YEAR	Length of Line open for traffic at the end of each year	Number of passengers conveyed exclusive of Season Ticket Holders	GROSS RECEIPTS					Working Expenditure	Net Receipts
			From Passenger Traffic		From Goods Traffic		Total from Traffic		
			Total	Proportion to Total Receipts	Total	Proportion to Total Receipts	Total		
	Miles	No.	£	Per cent.	£	Per cent.	£	£	£
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.

TABLE *showing the* NUMBER *of* PASSENGERS *conveyed, exclusive of Season Ticket Holders, during the years* 1854 *to* 1865 *inclusive.*

1864	229,272,165	1865	251,862,715	1856	129,315,196
1855	118,567,170	1860	163,435,678	1861	173,721,139
1858	139,141,135	1863	204,635,075	1862	180,429,071
1854	111,180,165	1857	138,971,240	1859	149,757,294

TABLE *showing the* WORKING EXPENDITURE *during the years* 1854 *to* 1865.

	£		£		£
1854	10,017,570	1858	11,900,430	1862	14,268,409
1855	10,215,632	1859	12,163,522	1863	15,029,234
1856	11,015,844	1860	13,187,368	1864	16,000,308
1857	11,930,565	1861	13,843,337	1865	17,149,073

TABLE *showing the* GROSS RECEIPTS *for the years* 1854 *to* 1865.

	From Goods Traffic £	From Passenger Traffic £
1854 . . .	9,970,770	10,244,954
1855 . . .	10,812,809	10,694,790
1856 . . .	11,789,156	11,376,337
1857 . . .	12,286,392	11,888,219
1858 . . .	12,258,845	11,697,906
1859 . . .	13,206,009	12,537,493
1860 . . .	14,680,866	13,085,756
1861 . . .	15,238,880	13,325,475
1862 . . .	15,216,573	13,911,985
1863 . . .	16,634,869	14,521,528
1864 . . .	18,331,524	15,684,040
1865 . . .	19,318,062	16,572,051

TABLE *showing the* LENGTH OF LINE *open for* TRAFFIC *at the end of each year.*

1865	13,289	1861	10,865	1857	9,039
1864	12,789	1860	10,433	1856	8,710
1863	13,322	1859	10,002	1855	8,335
1862	11,551	1858	9,542	1854	8,053

In this exercise the form much resembles that given in Specimen No. I. It should be executed by the same careful and neat method which we have already step by step explained and illustrated. We trust no additional remarks on that point are necessary here.

The materials for the first and second columns are contained in the last Return, where it must be observed the years are in order dating from the most recent period. In the form, this order must of course be reversed, and in making the entries from this return, therefore, the candidate should commence at the year 1854 and work backwards.

Columns 4 and 6 can be filled up from the last Return but one, and in this the years are in the right chronological order. But it must be carefully noted in entering these materials, that the receipts from Goods Traffic are here placed first, while in the form of Digest they come second, that is, in the sixth column. These little points are just the rocks on which the careless candidate, working in haste, is wrecked. Let it be remembered that in these exercises the homely proverb applies—'More haste, less speed.'

Column 9 will be filled up from the second Return, working straight forward. The remaining return, the first, in which the years are not in chronological order, supplies the materials for the third column. In making these entries additional care will be required, and the candidate must check every step.

Column 8 consists of the respective sums of the amounts in columns 4 and 6; and column 10 contains the respective differences of columns 8 and 9. Columns 5 and 7 are obtained from 4 and 6, in the manner exemplified with regard to the percentage columns in Specimen I.

RAILWAY RETURNS.

SUMMARY TABLE FOR UNITED KINGDOM IN EACH YEAR FROM 1854 TO 1865.

LENGTH OF LINES, PASSENGERS *conveyed*, GROSS *and* NET RECEIPTS, *and* WORKING EXPENSES.

YEAR	Length of Line open for Traffic at the end of each year	Number of Passengers conveyed exclusive of Season Ticket Holders	GROSS RECEIPTS					Working Expenditure	Net Receipts
			From Passenger Traffic		From Goods Traffic		Total from Traffic		
			Total	Proportion to Total Receipts	Total	Proportion to Total Receipts	Total		
	Miles	No.	£	Per cent.	£	Per cent.	£	£	£
1854	8,053	111,180,165	10,244,954	50·6	9,970,770	49·3	20,215,724	10,017,570	10,198,154
1855	8,335	118,567,170	10,694,790	49·7	10,812,809	50·2	21,507,599	10,215,632	11,291,967
1856	8,710	129,315,196	11,376,337	49·1	11,789,156	50·8	23,165,493	11,015,844	12,149,649
1857	9,039	138,971,240	11,888,219	49·1	12,286,392	50·8	24,174,611	11,930,565	12,244,046
1858	9,542	139,141,135	11,697,906	48·8	12,258,845	51·1	23,956,751	11,900,430	12,056,321
1859	10,002	149,757,294	12,537,493	48·7	13,206,009	51·2	25,743,502	12,163,522	13,579,980
1860	10,433	163,435,678	13,085,756	47·1	14,680,866	52·8	27,766,622	13,187,368	14,579,254
1861	18,865	173,721,139	13,325,475	46·6	15,238,880	53·7	28,564,355	13,843,337	14,721,018
1862	11,551	180,429,071	13,911,985	47·7	15,216,573	52·2	29,128,558	14,268,409	14,860,149
1863	13,322	204,635,075	14,521,528	46·6	16,634,869	53·3	31,156,397	15,029,234	16,127,163
1864	12,789	229,272,165	15,684,040	46·1	18,331,524	53·8	34,015,564	16,000,308	18,015,256
1865	13,289	251,862,715	16,572,051	46·1	19,318,062	53·8	35,890,113	17,149,073	18,741,040
1.	2.	3.	4.	5.	6.	7.	8.	9.	0.

SPECIMEN III.

Rule a form like the subjoined specimen, and enter in it the statements which follow, observing—

1. The table is to be arranged with the districts in alphabetical order, and the names of the sub-districts under their respective districts, but placed a little to the right hand.

2. That the sums in the column headed TOTAL COST are to be supplied by the candidate. The accounts are in rupees, annas, and pice. One rupee equals 16 annas, and 1 anna, 12 pice.

3. A total is to be inserted for each column.

(*Specimen of Form.*)

RETURN *showing the* PROGRESS *in the* INTERIOR MEASUREMENT *and* COMPLETION *of* PRELIMINARY RECORDS *in the* SETTLEMENT *of the several districts of* OUDE *during the year* 1865.

Name of DISTRICT	COST OF SURVEY (*i.e.* preparing rough copies of Khusrah and Shujrah)	Copies of Khusrah and Shujrah	Khuteonces	Wajib-ool-urzes	Other papers	COST OF PREPARING Khusrah and Shujrah	Cost of OFFICERS and ESTABLISHMENT	TOTAL COST

PARTICULARS TO BE TABULATED.

NUMBER *of Copies of Papers prepared for certain Districts in* 1865.

—	Lucknow	Durriabad	Roy Bareilly	Sultanpore	Fyzabad	Seetapore	Hurdui
Khuteonees . .	727	617	1,170	286	1,267.	—	—
Khusrah and Shujrah	1,415	957	1,480	765	1,883	395	416
Other papers . .	93	783	1,277	127	—	208	—

COST *of Officers and Establishment in certain Districts.*

	Rs.	a.	p.
Hurdui. . . .	11,299	7	1
Lucknow . . .	51,283	14	7
Durriabad . .	11,913	2	3
Sultanpore . .	27,328	14	9
Seetapore . . .	18,574	10	10
Fyzabad . . .	31,299	6	10
Roy Bareilly. .	41,351	11	1

COST *of preparing Khusrah and Shujrah in certain Districts.*

	Rs.	a.	p.
Durriabad . .	6,326	12	5
Fyzabad . . .	8,034	12	1
Lucknow . . .	26,968	5	10
Roy Bareilly .	27,549	13	7
Seetapore . . .	815	15	4
Sultanpore . .	6,052	12	9
Hurdui. . . .	4,500	0	0

COST *of preparing Rough copies of Khusrah and Shujrah in certain Districts.*

	Rs.	a.	p.
Lucknow	10,689	0	0
Durriabad	48,998	12	5
Roy Bareilly . . .	66,584	15	10
Sultanpore	34,301	7	0
Fyzabad	54,806	4	2
Seetapore	11,450	5	3
Hurdui	11,555	12	6

Papers prepared in the Districts of OONAO *and* PERTABGHUR, *and their Sub-districts, together with the Cost of the Survey, &c.*

District and Sub-district	Khuteonces	Wajib-ool-urzes	Khusrah and Shujrah	Cost		
				Officers	Preparing Khusrah and Shujrah	Cost of Survey
OONAO :—				Rs. a. p.	Rs. a. p.	Rs. a. p.
Tehsil Oonao .	201	150	315	21,422 3 0	31,433 3 0	30,233 10 1
Poorwa . .	52	27	102	7,056 14 1	10,062 12 1	9,451 1 7
Nawabgunj .	106	90	74	6,122 1 11	9,542 10 7	9,326 2 2
Suffeepore .	136	103	225	14,821 1 1	14,788 15 8	14,810 6 3
PERTABGHUR :—						
Tehsil Putta Dulleepore .	672	56	307	30,011 0 0	32,222 0 0	20,360 0 0
Pertabghur .	537	106	356	37,757 14 4	40,600 4 3	57,505 10 11

In this exercise the calculations merely consist of the totals in the final column, and those at the bottom of each column. It will be seen that, by cross addition of the sums of the three columns of costs, a result equal to the total of the last column should be obtained. This will prove the correctness of these entries.

The most important work here consists in entering; and accordingly additional time and care must be taken in that part of the exercise.

A specimen of this summary as it should appear when finished is subjoined.

RETURN *showing the* PROGRESS *in the* INTERIOR MEASUREMENT *and* COMPLETION *of* PRELIMINARY RECORDS *in the* SETTLEMENT *of the several districts of* OUDE *during the year* 1865.

Name of DISTRICT	COST OF SURVEY (*i.e.* preparing rough copies of Khusrah and Shujrah)	Copies of Khusrah and Shujrah	Khateoneeses	Wajib-ool-urzes	Other papers	COST OF PREPARING Khusrah and Shujrah	Cost of OFFICERS and ESTABLISHMENT	TOTAL COST
	Rs. a. p.					Rs. a. p.	Rs. a. p.	Rs. a. p.
Durriabad . . .	48,998 12 5	957	617	—	783	6,326 12 5	11,913 2 3	67,238 11 1
Fyzabad . . .	54,806 4 2	1,883	1,267	—	—	8,034 12 1	31,299 6 10	94,140 7 1
Hurdui . . .	11,555 12 6	416	—	—	—	4,500 0 0	11,299 7 1	27,355 3 7
Lucknow . . .	10,689 0 0	1,415	727	—	93	26,968 5 10	51,283 14 7	88,941 4 5
Oonao :—								
Nawabgunj . .	9,326 2 2	74	106	90	—	9,542 10 7	6,122 1 11	24,990 14 8
Poorwa . . .	9,451 1 7	102	52	27	—	10,062 12 1	7,056 14 1	26,570 11 9
Suffeepore . .	14,810 6 3	225	136	103	—	14,788 15 8	14,821 1 1	44,420 7 0
Tehsil Oonao . .	30,233 10 1	315	201	150	—	31,433 3 3	21,422 3 0	83,089 0 1
Pertabghur :—								
Pertabghur . .	57,505 10 11	356	537	106	—	40,600 4 3	37,757 14 4	135,863 13 6
Tehsil Putta Dulleepore	20,360 0 0	307	672	56	—	32,222 0 0	30,011 0 0	82,593 0 0
Roy Bareilly . .	66,584 15 10	1,480	1,170	—	1,277	27,549 13 7	41,351 11 1	135,486 8 6
Seetapore . . .	11,450 5 3	395	—	—	208	815 15 4	18,574 10 10	30,840 15 5
Sultanpore . . .	34,301 7 0	765	286	—	127	6,052 12 9	27,328 14 9	67,683 2 6
Totals . .	380,073 8 2	8,690	5,771	532	2,488	218,898 5 7	310,242 5 10	909,214 3 7

CHAPTER VI.

ENGLISH HISTORY.

ENGLISH HISTORY is a subject as interesting as profitable, and if the candidate pursue a proper course of study he will have little difficulty in earning the high number of marks which many candidates obtain at the examination. It is not a mere memorial exercise like Geography, but it calls into play the best powers of the mind. There is a genuine pleasure in working examination papers of the Civil Service Commissioners, for, although very searching, they are framed so as to test the candidate's reading and judgment, and are not mere catechisms as to facts and dates.

The student must once for all bear in mind that dates, like statistics in Geography, are not the essential portions of History, but are mere incidental matters,—milestones on the way. The traveller who has lost his road will be little pleased to stumble across a milestone where he needs a signpost. So, if the broad lines of History are unknown, dates are of little use. The candidate who can tell the examiner that Charles I. was beheaded in 1649, but cannot describe the course of events which led to the catastrophe, is but a poor historian after all. Similarly, he who knows, what concise histories carefully record, that Henry I., having lost his son, straightway fainted away and never smiled again, has learnt little of the History of that monarch's times.

Again, the old chroniclers record that a certain king dined heavily off lampreys, and that he consequently had an apoplectic fit and died. This is very interesting and curious; but it is not historic erudition.

Our contention is, that the old chronicles, which consisted chiefly of a record of the frivolities of kings, burdened with a great collection of bare facts with particular dates, are now nearly useless as histories. The old theory of historic education is exploded. Let the student therefore eschew mere outlines and chronological tables. Perhaps he has been beguiled also by specious memorial exercises, warranted to post him up in all the facts of history by aids such as the following:—

> We beat the Frenchmen whom we fought
> At Harfleur and at Agincourt,
> Though they were fat and we were lean,
> In the year of grace fourteen fifteen.

Let the student note how much verbiage thus burdens his memory for the sake of a couple of facts. While he was gasping over such husks he might have swallowed fifty kernels.

History is the record of times past, and it only notices persons so far as they affect the times. It chronicles the rise and progress of peoples, and only notices events so far as they are the consequents or causes of popular development. Considered in this view, English History naturally resolves itself into certain periods, and it is according to these eras that it should be studied, not according to the arbitrary divisions of personal government.

Our scope in this work is necessarily so limited, that we cannot now do more than point out to the reader the natural periods we have mentioned. Our foregoing remarks should stir the student to an

enlightened apprehension of the true nature of English History, and the observations which follow may serve to guide him in the right lines of study.

In the study of English History the student should adopt the following divisions:—

I. THE DARK AGES,—their gradual enlightenment.

(1) The Britons,—their institutions and tribes.

(2) The Roman Colonisation,—its features and effects.

(3) The Anglo-Saxons,—their settlements, dynasties, and institutions.

The Heptarchy—The Bretwaldas—The Kingdom of England—The Danish Incursions.

II. THE FEUDAL PERIOD.—From 1066 to 1154.

The Feudal System—Norman Institutions—Relations between Normans and Saxons.

III. THE ADOLESCENCE OF THE PEOPLE.—1154–1280.

Union of the Races—Formation of the Language—Development of the Law and Constitution.

IV. THE MILITARY PERIOD.—1280–1485.

(1) Foreign Conquest.—Campaigns in France, Scotland, Wales, and Ireland.

(2) Civil War.—Rebels and Usurpers—Wars of the Roses.

V. THE ECCLESIASTICAL PERIOD.—1485–1603.

Feuds between Church and State—Eminent Churchmen—Rise and Progress of the Reformation.

THE RENAISSANCE. — Continental Polity — English Literature and Art.

VI. THE PARLIAMENTARY PERIOD.—1603–1701.

Struggle between the King and People—Domination of the People—Statutes securing the rights of the subject.

VII. THE PERIOD OF CONSTITUTIONAL GOVERNMENT.—*From* 1701 *to the present time.*

Political Parties—Successive Ministries—Parliamentary Leaders—Acts of Reform.

The student should make a separate study of foreign affairs, concurrently with the whole course of these periods. He should pay particular attention to the policy of each continental movement, and should study military campaigns in their entirety, and with the aid of a map, tracing them to their legitimate conclusion by treaties, and noting particularly the position of the contracting parties thereto.

He should read carefully the chapters in *Hallam's Middle Ages* on the Feudal System, the History of Ecclesiastical Power, the Constitutional History of England, and the State of Society. He should also study *Macaulay's History of England*, and he will do well to use *The Student's Hume* as a handbook.

If these works be read and studied intelligently, and well-judged notes made therefrom to assist the memory, the candidate cannot fail to obtain high marks in the examination. Let him bear in mind, as Bacon says, that 'reading makes a full man'; *he must read History*, and he will take up all necessary dates and minutiæ in the process.

We append a carefully selected and arranged series of questions to guide the student in his studies, and to test his progress therein. They are chiefly compiled from Civil Service and University examination papers.

1. Of what different races is the English nation composed? Give the date of the introduction of each element.

2. What remains have we—roads, settlements, buildings, literature—of the Roman occupation of Britain?

3. Draw a map of England. Insert the following names, and explain each:—*Litus Saxonum*, *Northsire*, *Suthburh*, the two *Mercias*, the two *Hamtuns*, *Watling Street*, and *Fossway*.

4. Give the principal epochs and events of the Roman occupation of Britain.

5. What was the position of a Bishop in the political organisation of the Anglo-Saxon Kingdom?

6. Give a brief account of each of the Bretwaldas.

7. Write a succinct history of the fusion of the kingdoms of the Heptarchy into one monarchy.

8. Under what circumstances did Egbert become King of all England?

9. What early kings of England bore the following appellations respectively:—*Martyr*, *Ironside*, *Unready*, *Confessor*, *Harefoot*? Give (with dates) the principal events of their several reigns.

10. What means did Alfred the Great use to advance the civilisation of England?

11. Give some proofs of the power exercised by the Danes in England during the tenth and beginning of the eleventh centuries.

12. Mention any men of learning who flourished in England during the Anglo-Saxon period.

13. On what did Harold and William the Conqueror each found their claims to the English throne? What battles were fought in consequence of their claims?

14. What influence had the Norman Conquest on the social and political systems of England? Give examples to illustrate its general influence.

15. Mention some respects in which the Saxons and Normans are unlike each other.

16. What is meant by the Feudal System? When and how did it originate, and when did it begin to decline?

17. What is the Doomsday-book? State what you know about it.

18. Give a history of the Civil War which resulted in the Plantagenet dynasty.

19. What are the sources from which we derive our knowledge of English History down to the time of the Plantagenets? Name in chronological order the chief authorities, and the titles of their works.

20. Explain *Duke*, *Earl*, *Count*, *Mayor*, *Sheriff*, *Alderman*, *Chancery*. To which of the people who have established themselves in Britain may they be traced?

21. In whose reign did the Judges first go on circuit?

22. In whose reign did Thomas-à-Becket live? What was the origin of the dispute between him and his Sovereign, and how did it end?

23. In what Crusades did English kings take part? Give a brief account of the most important.

24. What occasioned a quarrel between King John and Pope Innocent III.?

25. What do you understand by the Magna Charta? Give a short outline of its principal provisions.

26. By whom was it granted, and by whom and how obtained?

27. In what respects are the reigns of Henry III. and Charles I. alike?

28. What right was specially secured by the *Confirmatio Chartarum* of Edward I.?

29. Describe shortly the principal events during the reign of Edward I.

30. Review the circumstances attending the deposition (1) of Edward II., (2) of Richard II.

31. Give an outline, with dates, of the history of Edward III.

32. In whose reign did Wicliffe live, and for what was he remarkable?

33. State some of the results of the Welsh and Scotch wars of Edward I.

34. When did bondage cease to exist in England? and what were the principal causes leading to its extinction?

35. What laws regulating labour and trade were enacted in the reign of Edward III.? State provisions of the first Poor Law, and the time of its enactment. How far, if at all, does the policy of the present Poor Law differ from it?

36. Who was the mother of the Black Prince? How was he related to John of Gaunt? In what foreign battles did he play a conspicuous part, and by what results were these battles followed? Who were respectively, first Prince of Wales, first Duke of Cornwall, and first Knight of the Garter?

37. Under what circumstances were Ireland, Wales, and Scotland either (*a*) conquered or (*b*) made constituent parts of Great Britain?

38. Give some particulars respecting the state of commerce and agriculture in England in the reign of Edward III. What light is thrown upon the subject by the legislation of the period?

39. When was England last invaded by a French prince, and with what results?

40. On what grounds, and with what justice, did Henry IV. claim the throne of England?

41. In whose reign did Joan of Arc live, and for what is she remarkable?

42. In whose reign were the English possessions in France most extensive? What was the last town possessed, and when was it lost?

43. What were the Wars of the Red and White Roses, and by whose accession were these wars put an end to?

44. State the effects of the Wars of the Roses, (*a*) on the condition of the nobility and (*b*) on the liberties of the people.

45. When did Caxton live, and for what is he remembered?

46. Describe briefly the home life of any class of the English at any one period before 1500.

47. Bacon says of the legislation of Henry VII.'s time that it was 'deep, but not vulgar; not made upon the spur of particular occasion for the present, but one of providence for the future.' Criticise or corroborate this statement by enumerating the principal laws passed in this reign, and describing their character and purpose.

48. What different views have been taken of the character of Henry VIII.? Mention any facts that sustain the opinion which seems to you the most accurate.

49. What foreign sovereigns were most powerful during the reign of Henry VIII.?

50. Mention some remarkable persons living in the reign of Henry VIII.

51. Give a short account of Wolsey.

52. Give the names of some of the principal promoters of the Reformation in England.

53. For what are the reigns of the sovereigns who filled the throne in 1566 and 1365 respectively remarkable?

54. State the probable population of England at the beginning of the reign of Queen Elizabeth, and the population of Great Britain at any subsequent period.

55. Mention some writers and some works that have chiefly contributed to form the English language.

56. Mention some of the principal events of Elizabeth's reign.

57. Give an account of the destruction of the Spanish Armada.

58. Briefly estimate the character of Queen Elizabeth, and its influence on the government and general interests of the country. Illustrate also the remark of Hallam, that 'the queen's high assumptions and prerogative were encountered in Parliament by a resistance not quite uniform, but insensibly becoming more uniform.

59. What connection had Arabella Stuart and Lady Jane Grey with English History?

60. Sketch the History of England during the Tudors. Illustrate the influence of the personal character of the sovereigns in our national history.

61. James I. came to the English throne in right of his mother. On what was her right founded?

62. Mention some distinguished Englishmen in the time of James I.

63. Name (with dates) the kings of England from William I. to James I.; and state in which cases their titles to the throne were defective.

64. Who were the most prominent men in the English Revolution of 1649?

65. What was the Petition of Right? What were its provisions, and by whom was it obtained?

66. What causes led to the trial of John Hampden and the Earl of Strafford respectively?

67. Give a brief sketch of the life of the Earl of Strafford, and state in detail the charges which were made against him in the articles of his impeachment.

68. Give dates and particulars of *Edgehill*, *Marston Moor*, and *Naseby*.

69. What important events were occurring in England in 860, 1066, 1460, 1660?

70. Mention any important Acts that belong to the reign of Charles II., and state the object of each.

71. What was the origin, and what the provisions of the Corporation and Test Acts and the Act of Uniformity?

72. 'The criminal trials of the time of Charles II. and James II. are among the most discreditable in English History.' Name any of them, and state any changes in our judicial system (as to judges, juries, or laws of evidence) that originated in part with the feeling these trials produced.

73. Mention the principal events in the life of A'Beckett, Wickliffe, Bacon, Raleigh, Milton, and Clarendon.

74. Sketch the principal events of the reign of James II.

75. What important modification of the Constitution do we owe to the reign of Charles II., and to the revolution of 1688?

76. Give an account of *Tythings*, *Villenage*, *Law of Six Articles*, and *Dispensing Power*.

77. Write an account of any two of—Sir Thomas More, Sir Walter Raleigh, and Cranmer.

78. Name the principal kings of the family of Plantagenet, of Tudor, and of Stuart. By what title did each family come to the throne?

79. Explain how the Prince of Orange came to be so closely connected with the Protestant interest in Europe.

80. Mention some remarkable events in the reign of William III.

81. Give a short account of the reign of any English monarch before 1700. Write a life of Lord Chancellor Shaftesbury.

82. In whose reign, and by whom, was the battle of Blenheim won?

83. Name some eminent writers of the time of Queen Anne.

84. In whose reign did Shakespeare and Bacon live?

85. State the principal articles of the Act of Union with Scotland. Name and characterise the statesmen and agents who must be credited with the design and completion of the Union.

86. Four times, at least, opposing claims to the crown have been settled by the marriage of the claimants. State the facts.

87. What colonies did England possess at the end of the seventeenth century? When, and how, were they severally acquired?

88. What attempt was made against the English crown during the reign of George II.?

89. What is understood by the South Sea Scheme?

90. By whom, principally, was the British Empire established in India, and when?

91. Describe at length the organisation of our representative system before and after the Reform Act of 1832.

92. What is meant by a 'limited monarchy'?

93. State the constitution and rights of each House of Parliament. State what rights belong to the king.

94. Trace the history of the political parties in England from the accession of George III. to the end of the eighteenth century.

95. Give the dates of the Peace of Utrecht and that of Fontainebleau, and some particulars respecting both.

96. Name some of the most eminent statesmen in the reign of George III.

97. Give a sketch of the lives and characters of one pair of the following:—

The two Cecils.
" " Villiers.
" " Pitts.

98. State what restrictions to the royal authority were in force on the accession of Henry VII; which of them are found in Magna Charta? and which were further explained and secured by enactments passed subsequent to Henry's reign?

99. Our government is said to be a system of 'checks'; explain and illustrate this statement.

100. The most marked progress in constitutional liberty in England was made under kings of weak personal character. Illustrate this statement by facts.

101. What are the principal statutes that define and secure the rights of Englishmen?

102. Describe briefly in what ways taxes for the support of Government have been raised in England at different times.

103. To what facts in our history is it owing that the transfer of land is so much less easy than that of personal property?

104. Name five of the principal events of English History with dates; and state briefly any facts that illustrate the influence of each on the condition of the people.

105. Give an account of two naval or two military battles in which England was a combatant.

106. Briefly describe, with dates and remarks on the most important characters and places, a campaign of English armies abroad. Draw a map in illustration.

107. State, with reasons, what you consider the true purpose of the study of English History; and describe broadly the lines in which you consider that study should be conducted.

CHAPTER VII.

GEOGRAPHY.

THE number of marks obtained in the Geography examinations is always very small. This is not difficult to understand. The student's time for preparation is limited, and usually not sufficient to enable him to master the entire mass of facts which Geography comprises, without seriously affecting his knowledge of the other subjects.

Geography is chiefly a matter of memory, and if the student seek assistance in fixing the facts in his mind, we can only refer him to Professor Stokes. Our task is to point out the lines of study which will probably prove most profitable.

The text-books which we recommend are Macturk's *Physical Geography* (Collins), and the *Civil Service Geography* by Spence and Gray (Crosby Lockwood & Co.).

The student should commence with the study of Physical Geography. He will do well to follow the course adopted by Macturk, who rightly treats the physical features in their relation to the face of the globe, instead of hampering them by arbitrary political boundaries. It must be borne in mind that the surest and most expeditious mode of learning Geography is by map drawing, and for this purpose a good modern atlas must be procured.

The student should first take a broad survey of the world. He should learn to draw a map of the two hemispheres from memory; as by this method alone can the relative positions of the continents and islands, and the natural divisions and features of Oceania, be surely fixed in his memory.

His plan of procedure should be as follows. He should carefully prepare an outline map, and insert therein the physical features mentioned by Macturk. It will be quite unnecessary to copy all the indentations which the atlas shows; it will be enough to maintain the general proportions and most salient features of the coast-line, &c. In marking in the inland physical features, the student should begin with the backbone of the land, the mountain systems; he should then insert the lakes which lie within it; and finally he should complete the watershed by the insertion of the rivers. In these operations the sensible student will avoid the wasteful proceedings of the amateur mappist, who loves to depict rugged hills, and meandering streams, and rippled lakes, and wavy shores, in all the beauty which a crowquill can impart. They should be marked by bold strokes serving to indicate direction. When a good map has thus been made, with all unnecessary minutiæ disregarded (for they only divert and confuse the mind), the student should learn its features, by pointing to them while he utters their names. He must never fruitlessly burden his memory by attempting to learn the names in an abstract manner. By learning the names while he utters them and points out their positions, the student assists his memory by the concomitant senses of sight and speech, and, while he fixes the facts, acquires also their relative arrangement. When the student has thoroughly imprinted the map

on his memory, he should attempt to reproduce it without looking at the original. In spite of all his pains, his first attempt will probably prove a hideous abortion; but he must not be discouraged: the errors discovered on referring to the original will, if carefully examined and noted, serve as effective danger signals in his second attempt. After a few trials, the student cannot fail to accomplish his task. He should now apply this method to each continent separately, and finally should study particularly the physical characteristics of the British Isles.

It will be found advisable to read *Macturk* throughout, as the questions of the Civil Service examiners are very searching, and penetrate even to the most scientific chapters of that author's work.

Political Geography should be studied with the aid of the admirable book by Spence and Gray. The same method of map drawing should be adopted as with Physical Geography, but it will be advisable for the student to make a *separate* study of *each* of the following political divisions:—

England and Wales, Scotland, Ireland — The counties, capitals, remarkable towns, and highways.

British possessions throughout the world—their most important characteristics, commercial or otherwise, and the date and method of their acquisition.

The colonies of Canada, Australasia, and the Cape.

The Eastern Empire of England: its inhabitants, divisions, and government, and the chief commercial and military centres.

The countries of Europe. The divisions, chief towns, and characteristics of *each* should be studied. Russia and Turkey should be considered with their Asiatic provinces. Egypt should be considered with Turkey.

China—its chief towns and characteristics.

Africa—its settlements and chief native kingdoms.

The United States of America—their boundaries, chief towns, and commerce.

South America—its divisions, chief towns, and the political and commercial characteristics of each.

Oceania—the chief groups of islands, and the causes of their importance, with the states of which they are dependencies. The common routes of ships.

In each case the student should carefully study *the communications* of each country, that is, its high roads, railways, and water-ways, with the chief stations on each. In this way a good idea of Political Geography can be acquired usefully and with interest; and indeed this is an essential point of modern geography. The boundaries of the above political divisions should also be thoroughly learnt.

If the student works along the lines we have here laid down, and by the sure and expeditious method we have suggested, he will, without undue expenditure of his time, be enabled to earn as many marks as can be expected in such a strict examination.

We append three specimen examination papers, for the guidance of the candidate and the illustration of our remarks.

SPECIMEN NO. I.

Time allowed, 3 *hours.*

1. Name the capes, river-mouths, and coast-towns which lie between the Menai Straits and Land's End, and state the counties to which they belong.

2. Name the principal races by which the Old World is peopled, and define roughly the geographical limits of the territory inhabited by each race.

3. Give some account of the principal commercial entrepôts and fortified posts possessed by Great Britain in the Indian Ocean, and the seas and straits communicating with that ocean. What islands would be passed by a vessel sailing due south from the mouth of the Indus to the antarctic regions?

4. State in round numbers the distance from Lahore to Cabul, from Candahar to Herat, and from Herat to Merv. Name the principal ports on the Caspian Sea, and the chief rivers which flow into it. What is known respecting the ancient course of the Oxus? Describe its present course, and mention any towns on or near its banks.

5. To what river-basins does Switzerland belong? State the political divisions of the country, and the language and religion generally spoken and professed in each.

6. Give a short description of Holland, physical and political. To what dangers is the country continually exposed, and how are they met? Give some account of the Dutch trade and foreign possessions.

7. In a coasting voyage from Malaga to Rome, what cities might be seen, and for what are those cities remarkable? of what important rivers would the mouths be passed? what capes would be doubled? and what islands sighted?

A map delineating such a voyage is to be added.

8. What is meant by *isothermal lines, sedimentary rocks, palæozoic rocks, watershed, lateral moraine, barrier reef, fringing reef, meridian, ecliptic, tropic?*

9. Draw a sketch-map of the German and Austrian Empires, and mark on it the following places:—Hamburg, Töplitz, Trieste, Freiburg, Fulda, Presburg, Kiel, Colmar, Innspruck, Leipsic.

10. What is a Delta, and whence is the name derived? What physical conditions conduce to its rapid formation? Illustrate your answer by reference to two or more of the most considerable deltas in the Old World.

SPECIMEN NO. II.

1. What counties are drained by the Severn? Give a short ·nt of their physical and political geography.

2. Fill up the outline map of the continent of Europe,[1] showing its chief countries, rivers, and mountain ranges.

3. Describe *either* a journey from London to Dublin *viâ* Holyhead, *or* a coasting voyage from Bristol to Glasgow.

4. Draw a map of the southern lowlands of Scotland, placing in it the principal mountains and rivers, and these towns:—Edinburgh, Leith, Haddington, Glasgow, Paisley, Dunbar, Jedburgh, Lanark, Greenock, Dumfries, Selkirk, and Ayr.

5. Write a short description of Greece, giving some account of the principal groups of islands comprised in the kingdom.

6. Describe as fully as you can the course of the river Shannon, giving particulars of the physical and political geography of the district which it drains.

7. Describe the position of any *eight* of the following, and state what you know about them:—Agra, Batavia, Bathurst, Cleveland, Dahomey Delaware, Iquique, Jura, Loanda, Ontario, Mandalay, Troyes, St. Helena, Rosetta, Utrecht, Valentia Island.

8. Name the chief points in a journey from England to Australia *viâ* New York and San Francisco.

9. Define the following terms:—zenith, horizon, magnetic pole, great circle, atmosphere, zodiac, declination, and snow-line. What is meant by 'the apparent declination of the sun at noon'?

SPECIMEN NO. III.

1. Write a geographical description *either* of a railway journey from York to Perth, *or* of a coasting voyage from London to Aberdeen, illustrating your description by a map.

2. On the accompanying map[2] of North-Eastern Europe mark the course of the rivers Dvina, Onega, Volga, Neva, Tornea, Ural, and Memel, and the position of St. Petersburg, Moscow, Christiania, Stockholm, Archangel, Danzig, Copenhagen, Königsberg, North Cape, the Gulf of Riga, and the Lofoden Isles.

3. Name the counties on the South Coast of England, their chief towns, and the rivers by which they are watered.

[1] An outline map of Europe was supplied.

[2] This was an outline map of the North-Eastern portion of Europe.

4. How do you account for hot springs? Name a few of the more remarkable hot springs, and describe their position.

5. Draw a map of South Wales, and give a short account of its physical and general geography.

6. Describe the position of any *ten* of the following, and state what you know about them:—Albania, Arcot, Bahia, Brisbane, Callao, Curaçao, Dunedin, Elsinore, Geneva, Goa, Granada, Irkutsk, Moravia, Perim, Pernambuco, Piræus, Rangoon, San Domingo, Singapore, Valetta, Versailles.

7. Draw a map comprising Munster and Connaught, dividing it into counties and placing in it:—Carrick, Roscommon, Ballina, Tuam, Loughrea, Lough Derg, Clonmel, Dungarvan, Youghal, Killarney, Tralee, and Bantry.

8. Name the principal rivers of Africa. Select one of them and describe its course.

9. What countries, mountains, rivers, and islands are traversed by the Tropic of Capricorn (the southern tropic)?

10. What is meant by watershed, trade-wind, steppe, llano, eclipse, monsoon, cyclone?

11. When it is noon at Greenwich what o'clock a.m. or p.m. is it at New York, Calcutta, and Constantinople, and where is it midnight?

CHAPTER VIII.

INDEXING.

INDEXING or Docketing is, in a word, epitomising. In the Lower Division Competition, a printed return of certain correspondence is placed before the candidate, whose task consists in epitomising it according to the tabular form shown in his examination paper. A few sheets of paper ruled and divided into spaces, as in the following example, are supplied to the candidate, and he is directed to limit his epitomes as a rule to six lines, and in no case to occupy more than two spaces. It will be necessary for him to write in a small and neat hand, but he should take care to preserve clearness and tidiness throughout his work. The requirements of an index are (1) The gist of the letters, (2) Brevity, (3) Distinctness.

Before commencing his task, the candidate should glance through the whole correspondence, so as to obtain a clear idea of its real purport, its chief points, and its general progress. A quarter of an hour will be sufficient for this purpose. It is a mistake to attempt to read through the whole correspondence before commencing to epitomise it, as the time allowed for the paper, 2½ hours, will not permit of it. Indeed, even in the actual process of Indexing, it is unnecessary to read every word of the letter under consideration. Such a course would

confuse as well as delay the candidate; and if he be possessed of an ordinary share of mother wit, a quick, sharp, but careful survey of a letter will serve to show him the gist of it. Practice and experience will teach the student how and where the essence of a letter, unless it be unusually prolix, can be at once detected. Generally, we may say that, as in a lady's letter the point is in the *post scriptum*, so of official letters the pith is in the preliminary paragraph of the answers.

The exercises in Indexing given by the Civil Service Commissioners in their examinations are not published in their Reports; but the student can obtain from the Queen's Printers (Eyre and Spottiswoode) numerous Parliamentary Papers which will afford him the necessary practice in this subject, and he will find additional assistance in the Index which often prefaces these publications. We may further add that the price of these Papers is very moderate, being fixed at so much per quire.

We append a series of 12 letters, with a corresponding index, for the purpose of illustrating our remarks upon this subject. The usual exercise given by the Civil Service examiners comprises about 18 letters of varying length, occupying altogether about 25 printed folio pages.

It is hardly necessary to explain that the italicised phrases in the following correspondence are merely emphasized here for the student's guidance, and are not so printed in the examination.

CORRESPONDENCE RESPECTING THE AFFAIRS OF BASUTOLAND.

No. 1.

ABORIGINES PROTECTION SOCIETY TO COLONIAL OFFICE.

17, King William Street, Charing Cross, April 5, 1879.

SIR,—At a meeting of the Aborigines Protection Society, held yesterday, Mr. Alderman Fowler in the chair, I was desired to forward you a copy of a letter which I received a day or two ago from the Rev. Eugene Casalis, Director of the Paris Evangelical Missionary Society, on the subject of the disturbances which have taken place in the Basuto country. As Mr. Casalis was one of the founders of the Basuto Mission, and as that mission has been for nearly 50 years supported by the Society which he represents, no one is better able than this gentleman to speak with authority on the present state of affairs in Basutoland. He says:—

'Paris, March 31, 1879.

'Up to the middle of February our missionaries had not the slightest idea that there was a prospect of a Basuto rising. The tribe had been much surprised and grieved when it was announced that Government intended to disarm them, but, seeing that the plan was not carried out, and that it was no more spoken of, they began to feel reassured. The only cause of uneasiness was the case of Morosi, an ancient vassal of Moshesh, the headman of the Baputis, a mixture of Basutos and Kaffirs living on the south-east border of the country, a rather independent set, as is generally the case on the extreme frontiers. One of Morosi's sons having stolen horses (I don't know whether it was from colonists, or other natives), had been sentenced to four years of convict labour by the English magistrate of the district. Morosi, with the assistance of the gaoler, let his son escape, and refused to deliver him up when summoned to do so by the magistrates. The matter took then a serious aspect, which here in Europe has appeared still more ominous from the newspapers making no distinction between Morosi's son and the Basuto people properly so called.

'On the 12th February, my son, Dr. Casalis, wrote to me as follows: "All the country is very tranquil. Mr. Griffith (the head magistrate of all Basutoland) came last week to pay a visit to Letsie (the eldest son and successor of Moshesh). He passed a night with us, and assured us that he had never been more satisfied than on this occasion of the loyal sentiments of the Basutos. He has desired Letsie to arrange the affair of Morosi, and the old Chief has sent envoys to this effect."

'I read to-day in "Galignani's Messenger":—"A body of Basutos crossed the Tette on the 8th instant (March), stole two horses, and fired on the colonial forces. They were, however, put to rout, and lost 20 men killed and wounded. Mr. Griffith, with 2,000 loyal Basutos, arrived immediately after the encounter."

'This is, without the slightest doubt, the issue of Morosi's affair, for he lives near the river Tette, or rather Tête. Next month will, I think, bring letters from our missionaries, explaining how it is that the interference of Letsie has not had for effect to make hostilities impossible. But the despatch proves that the Basutos as a people, and their paramount chief, Letsie, remain faithful to the English Government, otherwise Mr. Griffith could not have had at a moment's notice 2,000 Basutos at his disposal.

'I am perfectly convinced that the only means of bringing to a speedy and safe issue the fearful crisis through which South Africa is passing, is *to show confidence in the tribes who have given proof of loyalty*, and of their desire to improve their condition in peace by instruction and work. In that respect none can be compared to the Basutos.'

The closing remarks of the above letter are equally applicable to the Fingoes and other loyal tribes. More than one correspondent of the Society has called our attention to the reckless manner in which the policy of disarmament has been carried out on the Cape frontier. It appears that in this matter no distinction has been made between the tribes which have fought for, and those which have fought against, the British Government. Moreover, the guns of the natives, many of which have cost them large sums, have been confiscated without compensation.

Although these facts are probably known to you, yet we feel sure that, having regard to the very grave aspect of native affairs

in South Africa generally, you will excuse us for troubling you with this communication.

I have, &c.,
(Signed) F. W. CHESSON,
Secretary.

The Right Hon. Sir Michael Hicks Beach, Bart., M.P.,
Her Majesty's Principal Secretary of State for the Colonies.

No. 2.

The RIGHT HON. SIR MICHAEL HICKS BEACH, BART., to GOVERNOR THE RIGHT HON. SIR H. B. E. FRERE, BART., G.C.B., G.C.S.I.

Downing Street, April 17, 1879.

SIR,—I have the honour to transmit to you, for your information, and for the information of your Ministers, the accompanying copies of a letter from the Aborigines Protection Society, and of the reply which has been returned to it by my direction.

I have, &c.,
(Signed) M. E. HICKS BEACH.

Governor Sir H. B. E. Frere, Bart.,
&c. &c. &c.

No. 3.

COLONIAL OFFICE to ABORIGINES PROTECTION SOCIETY.

Downing Street, April 17, 1879.

SIR,—I am directed by the Secretary of State for the Colonies to acknowledge the receipt of your letter of the 5th instant,[1] written by desire of the Aborigines Protection Society, and forwarding a copy of a letter from the Rev. Eugene Casalis, Director of the Paris Evangelical Missionary Society, *relative to the disturbance which has taken place in the Basuto country* in South Africa,

[1] No. 1.

2. In the concluding portion of your letter you state that more than one correspondent of the Society has called attention to 'the reckless manner in which the policy of disarmament has been carried out on the Cape frontier;' that it appeared that in this matter no distinction had been made between loyal tribes and those which had fought against the Government; and that the guns of the natives, many of which had cost them large sums, had been 'confiscated without compensation.'

3. In reply I am to state that from the reports which have been received from Sir Bartle Frere on the subject, it would seem that *the greatest care was taken* by the Colonial Government *in carrying out the disarmament* of the native tribes on the eastern frontier of the Cape Colony; and Sir Michael Hicks Beach would observe that in speaking of no distinction having been made between loyal and hostile tribes, you apparently fail to appreciate the nature and object of this policy, which was adopted for the security and welfare of Her Majesty's subjects in the Cape Colony, whether European or coloured, and was never intended or represented as a punishment for disloyalty.

4. With regard to the allegation that the arms given up by the natives were confiscated without compensation, I am to inform you that in the despatches received from Sir Bartle Frere it was stated that fair compensation was to be given in every case, that, to insure facility of identification, each arm was to be registered and properly ticketed, and that this was explained to the natives, who expressed themselves satisfied, and were bringing in their guns willingly and readily, no difficulty occurring anywhere. Sir Michael Hicks Beach has received no intelligence in any way agreeing with what you allege, and he has no reason for supposing that the expressed intentions of the Cape Government in this respect were not faithfully carried out.

I am, &c.,

(Signed) ROBERT G. W. HERBERT.

The Secretary to the
Aborigines Protection Society.

No. 4.

ABORIGINES PROTECTION SOCIETY to COLONIAL OFFICE.

17, King William Street, Charing Cross, May 14, 1879.

SIR,—I am directed by the Committee of the Aborigines Protection Society to make some observations in reply to the letter which, on behalf of the Secretary of State for the Colonies, you were good enough to address to the Society on April 17.[1]

The information which we have received from Cape Colony as to the manner in which the provisions of the Peace Preservation Act have been carried out is so contrary to the statements made in your letter, that we think that we ought not to remain silent on the subject.

2. The Act in question empowers the Governor, with the advice of his Executive Council, to proclaim certain districts or portions of districts as areas within which it shall not be lawful for any person, unless specially licensed, to have in his possession either arms or ammunition. We are informed that no such proclamations have been issued by the Governor, and that consequently the disarmament of the natives has thus far not been accomplished in the manner contemplated by law.

3. We are aware that this measure is by no means intended as a punishment for disloyalty, but that the avowed object of its authors is to promote 'the security and welfare of her Majesty's subjects in the Cape Colony, whether European or coloured.' At the same time we would respectfully remind the Secretary of State that the intentions of the Government in this matter may be entirely defeated if the effect of the policy is to convert tribes which are now loyal into centres of dissatisfaction. We think it is impossible to read the reports of the speeches made by various Fingoes at a meeting held at Kamastone, on January 27, and also the communications which other educated natives have addressed to newspapers published in the colony, without coming to the conclusion that the Fingoes, at all events, deeply resent their compulsory disarmament.

4. It should also be remembered that many months have elapsed since large numbers of the natives were deprived of their

[1] No. 3.

guns and assegais, and yet that it is only recently that boards have been appointed to value the arms with a view to compensation being made. The long delay which has taken place in valuing these weapons, as well as the still longer delay which is, we fear, destined to ensue before the owners receive payment for them, is calculated to cause the Kaffirs to distrust the good faith of the Government. We are assured that this unfortunate result has been produced even among natives who lately fought on our side.

5. We have reason to believe that the following extract from a private letter expresses the views of many fair-minded and moderate politicians in the Colony:—

'I will not say that peace would not be more likely to be permanent if none of the natives had firearms, but I think it was ungenerous and impolitic to disarm our allies or subjects, the Fingoes, in the arbitrary way that has been done. A better plan might have been devised to obtain possession of the weapons that would not have shocked their sense of justice and made them discontented. At all events the move was premature, and if the security of the community rendered it advisable to disarm them, then it might gradually have been done by means of an annual license on every gun.'

6. The opinions of the above writer, who is well qualified to speak with authority on this subject, are, we believe, equally applicable to the Basutos, the prospect of whose enforced disarmament is regarded by the French missionaries with anxiety and alarm.

I remain, &c.,
(Signed) F. W. CHESSON.

The Under-Secretary of State for the Colonies.

No. 5.

COLONIAL OFFICE to ABORIGINES PROTECTION SOCIETY.

Downing Street, May 31, 1879.

SIR,—I am directed by the Secretary of State for the Colonies to acknowledge the receipt of your letter of the 14th inst.,[1]

[1] No. 4,

on the subject of the disarmament of the natives in the Cape Colony.

I am, &c.,
(Signed) ROBERT G. W. HERBERT.

The Secretary to the
Aborigines Protection Society.

No. 6.

The RIGHT HON. SIR MICHAEL HICKS BEACH, BART., to GOVERNOR THE RIGHT HON. SIR H. B. E. FRERE, BART., G.C.B., G.C.S.I.

Downing Street, June 6, 1879.

SIR,—With reference to my Despatch of April 17,[1] I have the honour *to transmit* to you, for the information of yourself and of your Ministers, *copies of a further letter from the Aborigines Protection Society, referring to the disarmament of the natives* in the Cape Colony, and of the answer which has been returned to it.

I have, &c.,
(Signed) M. E. HICKS BEACH.

Governor Sir H. B. E. Frere, Bart.,
&c. &c. &c.

No. 7.

MONSR. F. COILLARD to COLONIAL OFFICE.

3, South Park, Sevenoaks, March 8, 1880.

YOUR EXCELLENCY,—I have the honour *to forward* to you *the document which the Committee of the Paris Evangelical Missionary Society have drawn up on the question of the disarmament of the Basutos*, and to which I referred your Excellency on Friday last.

As the question is exciting very great public interest, not only in Africa, but also in England, and such a measure is fraught with the gravest consequences, I pray again your Excellency will give it your most serious consideration.

The prestige of the British Government is at stake, and if

[1] No. 2.

the measure is carried out, should even the Basutos submit to what they feel to be most arbitrary and unjust, all vestige of confidence and trust will vanish, and the only means of keeping the native tribes in order will be to terrify them by the presence of sufficient armed forces or to let them be demoralised; and that your Excellency could not countenance.

I remain, &c.,
(Signed) F. COILLARD.

The Right Hon. Sir Michael Hicks Beach,
&c. &c. &c.

Enclosure in No. 7.

His Excellency Sir MICHAEL HICKS BEACH, Secretary of State, on South African Affairs.

YOUR EXCELLENCY,—The undersigned, members of the Committee of the Paris Evangelical Missionary Society, beg to lay before you the expression of the deep concern they feel, at this moment, for the people committed to the ministry of their agents in Basutoland.

Your Excellency may be surprised to hear us express peculiar sentiments of sympathy for the natives of a country with which, as Frenchmen, we have never been and can never be connected by national ties. In the beginning of this century, the Protestant churches of our native land finding themselves, by the merciful interference of God, rescued from religious bondage and persecution, felt it was their duty to make an effort for the extension of the Kingdom of Christ among the heathen. Their attention was especially attracted towards the benighted tribes of South Africa, owing, in a great measure, to the remembrance of the numerous descendants of the Huguenot refugees who had settled in the Colony of the Cape. It seemed no part of the world could be better chosen by them to undertake in it a work of gratitude towards God than that where men of their own kindred and creed had found religious liberty and temporal prosperity. After having placed one of their missionaries near the spot which, up to the present day, has been called Fransche Hoek (French Corner), they directed others to advance beyond the frontiers of

the Colony in search of tribes unknown to the world removed from every centre of Christianity and civilisation. God led them among the Basutos and their chief Moshesh, with whom they settled in 1833. They found them sunk in gross ignorance and indescribable misery, and had to submit among them to dangers and fatigues of every possible description. But God was with his servants, and the results of their presence among the natives of their advice and instruction may be resuméd as follows:—

The country, which they had found nearly desert as a consequence of dispersion caused by war and famine, has been repeopled, and the ravenous animals which kept the wretched inhabitants in constant terror have entirely disappeared.

The way to close, peaceful, and beneficial intercourse between the Basutos, the Colony, and the English Government, was opened.

Commerce, and especially agriculture, have made such progress that Basutoland, by its importations and exportations, has become a most valuable province.

Thirteen stations, or centres of public worship and primary instruction, have been founded by our missionaries.

They have also created seventy subsidiary out-stations, where native catechists preach regularly and hold school.

One hundred and twenty-two Basuto young men and fifty young girls receive instruction in two large Normal Schools. Some of them have already undergone with success the examinations prescribed by the Colonial law to be acknowledged as patented schoolmasters.

The whole of the sacred volume, hymn-books, and elementary manuals have been printed in the native language, and are readily purchased. English is also taught to a great extent.

Among the many thousands of Basutos who daily require a greater knowledge of the Gospel, nearly 6,000 have received it and become church members by rejecting the superstitions and evil practices of their ancestors, and obtaining admission to the sacraments of baptism and of the holy communion.

Your Excellency will naturally infer from those facts that we must feel great concern in all that relates to Basutoland. It has been also much endeared to us by the memory of some of our eldest and most distinguished missionaries who have died and been buried there.

Our concern has taken the character of real alarm and fear since we have been informed that the inhabitants of that country are to be disarmed by the orders of the Parliament of the Cape. Our fear is not that this measure may materially diminish the amount of safety which they enjoy under the protection of the English Government. Her Majesty cannot forget the great confidence the late chief Moshesh placed in her when he committed his country and people to her care. But we are convinced that the feelings of the Basutos are put, by the proposed measure, to a test too severe and too incomprehensible not to be followed by consequences much to be regretted.

The disarmament appears the more suspicious to them that it has been proposed immediately after their having given the Government the most satisfactory proof of their loyalty by assisting in subduing the Chief Morosi, one of their own race and vassals. This they have done unhesitatingly at the call of Mr. Griffith, the chief magistrate representing the British authority among them. They have endured the hardships of a campaign, and have even lost, for the restoration of peace and of the supremacy of the Queen in their country, one of the brothers of their late revered Chief Moshesh. How the English Government, after having called them to assist it with their arms, can have come to the resolution of disarming them, is a thing beyond their comprehension, and must appear to them most ominous.

We fear an incurable wound will have been inflicted on their national feelings if the disarmament is carried out, and that is the consequence we most dread. They have thought hitherto that the English nation was the representative of justice, civilisation, and Christianity, and the loss of that belief may lead them to the most disastrous conclusions in a moral point of view. Rancour and hatred soon follow the loss of confidence in political matters.

We can bear to the Basutos the testimony that, owing to the teaching of the Gospel and their daily increasing taste for civilisation, they became more and more averse to everything resembling war. The very men who may now consider the disarmament as an insult and a threat, suffered their guns to rust in a corner. It would be lamentable to see a people so peacefully inclined, so promising, subjected to a treatment by which they might be led to acts which might result in the shedding of blood,

and once more disturb the peace of the South African possessions of Her Majesty the Queen of Great Britain.

We remain, &c.,

(Signed) E. CASALIS, Secretary.
BARON DE BUSSIERRE, Président.
STERNESY, Vice-Président.
A. BOEGNER, p. sous-directeur.

Paris, February 25, 1880.

No. 8.

THE RIGHT HON. SIR MICHAEL HICKS BEACH, BART., to GOVERNOR THE RIGHT HON. SIR H. B. E. FRERE, BART., G.C.B., G.C.S.I.

(Telegraphic.) March 10.

It has been represented to me that, if disarmament is enforced on the Basutos, serious trouble is probable, and *I strongly recommend caution*; although I do not wish to interfere with the responsibility of your ministers, who must clearly understand that no Imperial troops can be furnished for the purpose, and that the Colony must deal with any difficulties which may arise. *Is all quiet in Pondoland?*

No. 9.

GOVERNOR THE RIGHT HON. SIR H. B. FRERE, BART., G.C.B., G.C.S.I., to THE RIGHT HON. SIR MICHAEL HICKS BEACH, BART. (Received March 18, 1880.)

Government House, Cape Town, February 20, 1880.

SIR,—I have the honour *to enclose a petition*[1] *from the Basuto Chief Letsie,* addressed to Her Majesty, forwarded to me through the Secretary for Native Affairs by Mr. Griffith, Governor's Agent in Basutoland, in which Letsie, *in the name of his tribe, remonstrates against the disarmament of the Basutos.*

2. It was accompanied by another petition, identical in terms,

[1] Enclosure 1 in No. 10.

addressed to me as High Commissioner and Governor of the Cape Colony.

This I have forwarded to my ministers, and shall await their advice and remarks before replying to it.

3. It is my duty to submit at once to you the petition addressed to Her Majesty; but I would respectfully suggest, that before any answer be sent to it, I may be allowed to forward the opinion of my ministers on the questions raised, which I shall doubtless receive as soon as Mr. Sprigg returns to Cape Town.

4. I purpose by next mail forwarding the remarks which occur to me on the subject of the petition.

I have, &c.,

(Signed) H. B. E. FRERE,

Governor.

The Right Honourable the Secretary of State,

&c. &c. &c.

Colonial Office.

No. 10.

GOVERNOR THE RIGHT HON. SIR H. B. E. FRERE, BART., G.C.B., G.C.S.I., to THE RIGHT HON. SIR MICHAEL HICKS BEACH, BART. (Received March 25, 1880.)

Government House, Cape Town, March 2, 1880.

SIR,—In continuation of my Despatch of February 20,[1] I have the honour to *forward a copy of a letter addressed* by the Under-Secretary for Native Affairs under instructions from my ministers, *to Colonel Griffith, Governor's Agent in Basutoland, on the subject of the petition from Letsie against disarmament.*

2. I had communicated to my ministers much of what it seemed to me necessary to say in forwarding the petition to you, but many of the explanations and remarks which I considered the petition would require, in forwarding it to Her Majesty's Government, will be found embodied in the Under-Secretary's letter, and need not be here repeated.

. . . . . .

5. After the most careful consideration of the subject with my ministers, I have come to the conclusion that neither the

[1] No. 9.

petition nor anything else that has been laid before us, by any trustworthy authority, contains anything which would justify material change in the orders already given to Mr. Griffith on the subject. He has been told that the Government would much prefer a voluntary surrender of arms for payment at a fair price, and that a suitable period will be allowed within which every man who brings in his gun may claim a fair price for it on its surrender; that after the expiration of such period the Act will be proclaimed which makes the possession of arms, by persons not in the service of Government, illegal, and subjects the arms to forfeiture without compensation. But my ministers do not consider that it would, under present circumstances, be either necessary or advisable to search for arms by domiciliary visitation, or to do more than prevent their being habitually carried in public. I believe, and I think my responsible advisers concur with me in holding that such a prohibition of habitual carrying of arms quietly and persistently enforced will speedily lead to effectual and voluntary disarmament. At the same time my ministers could not, without abdication of the essential functions of Government, bind themselves not to order a legal search for arms should such a measure ever appear to be necessary to the public peace.

6. The Secretary for Native Affairs will, I have no doubt, lose no time in requesting Colonel Griffith to explain to the Basutos what the orders regarding arms are *not*, as well as what they *are*; that the measures connected with a general disarmament of all native tribes in the Colony are not 'vindictive,' 'insulting,' nor 'menacing,' not to be taken either as evidence of 'suspicion of disloyalty,' nor as a punishment nor as a measure which involves any humiliation to the people to which its provisions are applied.

7. Mr. Griffith will be able to explain to the Basutos that the prohibition to carry arms is a measure of police such as has long been adopted in the British Isles, and in all civilised countries, including the older districts of this Colony, as a precautionary measure, to prevent casual and sanguinary breaches of the peace, such as constantly occur in a population which habitually goes armed. It is also intended to remove an obvious temptation to resistance to lawful authority and even to rebellion. Its necessity in this respect has been abundantly proved, not only in this

country, but in every other where law is supreme; and with the example of many recently populated countries before us, Mr. Griffith can safely assure the Basutos that, to revert to the habit of habitually carrying arms in public, is a sure sign of weakness of the law, and of a tendency to lawlessness and imperfect civilisation, among any people where this symptom of habitually carrying and using arms is characteristic.

. . . . . .

11. There are a few remarks on different statements in the petition, which will be intelligible by reference to the paragraphs of the petition which have been numbered for the purpose.

I. Paragraph 8. This paragraph illustrates one of the fallacies which have been industriously inculcated upon the Basutos with regard to the measure of disarmament; because they have for several years past obeyed their magistrates, and because Christianity is progressing, facts which may be taken to prove that the Basutos are faithful, loyal, peaceful, and progressive, it is therefore inferred that they have a right to suppose that they are disarmed for some fault. 'What have we done,' the petition says, 'that the Government should disarm us?'

II. Paragraph 9. The personification of their guns, as if they were some evil beings against which the Government entertains a particular objection, is a rhetorical figure, which it is not easy gravely to answer by argument.

III. Paragraph 10. It appears to me that this paragraph gives a very mistaken view of the conditions under which the country of Basutoland was accepted at first as a part of Her Majesty's dominions; but reference to the records will show that the understanding was not such as would be inferred from the statements in this paragraph.

It is, I believe, an entire mistake to say that the Basutos since they were taken over as British subjects were ever independent of the power of the Cape Parliament. That body has, I believe, always been the only lawful legislature of Basutoland, as well as for the rest of the Cape Colony, and Letsie and all educated Basutos at least ought to know that in all matters affecting them the High Commissioner acts, and has always acted, by the advice and through the agency of his ministers, who are responsible to Parliament. It can hardly be necessary to explain this to Letsie, as he must know that all the orders of Government come to Mr.

Griffith, and have always come to him through the office of the Secretary for Native Affairs.

IV. Paragraph 11. Ministers will doubtless make inquiry as to what were the precise terms used by Mr. Bowker, and what was the impression conveyed by what he said, regarding which I hardly think the statement in this paragraph can be accurate.

V. Paragraphs 12 and 13. It can probably be easily explained to Letsie, if he does not already know it, that the special laws for Basutoland referred to by Sir Henry Barkly in the letter quoted, were all enacted by the Cape Parliament, or by its authority, as delegated to ministers. The fact that the laws were solely applicable to Basutoland does not of course show that Basutoland was independent of the Parliament which enacted other laws for the rest of the Colony.

VI. Paragraphs 14 to 24. Unless the assurances which Mr. Griffith is able to give are discredited, the Basutos may be disabused of the erroneous notions of which these paragraphs contain the expression under so many varied forms of rhetoric and metaphor. Letsie and his followers will be assured that no one doubts the faithfulness of the Basutos any more than the faithfulness of the rest of Her Britannic Majesty's subjects in the United Kingdom, to whom similar laws have been and are still applied by the Imperial Parliament. The prohibition to carry arms in public, except on duty or for purposes of sport, is no disgrace to Englishmen, nor is it a measure which is applied only to the 'black subjects of Her Majesty,' as is implied in the 22nd paragraph.

12. I do not know that any arguments can be suggested which would be a sufficient answer to groundless fears and suspicions, such as form the staple of the statements in the petition; but I have much confidence in the character which Mr. Griffith and his assistants have established among the Basutos for truthfulness and humanity; and I do not see that any course is open to us but to trust to the effect which these qualities must produce upon a people whose experience of the beneficent intentions of our administration is, after all, limited to the last eight or ten years.

13. The petition more than once refers to the case of Morosi, as if he had been an external enemy who had been defeated mainly by the exertions of the Basutos themselves. I may be imperfectly informed on this point, but my impression is that

the Basutos, generally, did really little or nothing, beyond abstaining from joining the rebels who had fortified themselves on Morosi's mountain, the capture of which was mainly due to the courage of others than the Basutos. However that may be, Morosi himself, though not a pure Basuto, was as much entitled as any other chief to appeal to his previous abstinence from hostilities, as evidence of the impossibility of his being found in rebellion against the Government; but nothing could afford better evidence of the danger of leaving such a population well armed than the history of his rebellion. His country had always been known as affording a shelter to persons of doubtful character, but he had never been actually in rebellion till our Government was supposed to be in great difficulties in Zululand. His son Doda was then in prison for what, I believe, was not his first offence in horse-stealing, and was forcibly rescued from the Government prison by a party sent by his father for the purpose. The magistrate of the district was next threatened with attacks and his house plundered, and from that time Morosi was in open and defiant rebellion; but, up to the time of the outbreak, he had probably as good a right as any other Basuto chief to resist any proposal to disarm him, and I do not know that there are any of the few arguments, apart from appeal to sentiment, which are to be found in the present petition, which Morosi might not have used.

I have, &c.,

(Signed) H. B. E. FRERE,
Governor.

The Right Hon. the Secretary of State,
&c. &c. &c.
Colonial Office.

Enclosure 1 in No. 10.

Copy.

To His Excellency SIR HENRY BARTLE EDWARD FRERE, Bart., G.C.B., Her Majesty's High Commissioner and Governor of the Cape Colony.

The Petition of Basuto Chiefs and People

Humbly Showeth—

1. We, Letsie, paramount chief, together with other chiefs

and headmen of Basutoland, pray that this our humble petition may receive your kind and generous consideration.

2. Allow us with much humility and respect to acquaint you, that since the Honourable Colonial Secretary, Mr. Sprigg, came to us on the 16th day of October last, saying that the decision of the Colonial Parliament was that the black people within the Colony should be disarmed, and further, that we, the Basutos of the late Chief Moshesh, had also to obey that law, we have not ceased for a single moment to be much cast down and much grieved, and the more so since we are told that we are guilty of no misconduct since the time we came under the authority and rule of Her Majesty the Queen.

3. Therefore we believe it is our duty to address you, and to pray you to listen with patience to what we have to say in our defence.

4. We find it is a very hard thing to obey this law passed by the Colonial Government. We dare not refuse to give up our arms, but it will be a most painful duty to obey and surrender our property.

5. In speaking thus we do not in the least mean to despise laws passed by the Parliament; and this is evidently proved, in that we have readily and cheerfully submitted to the other demands made by the Honourable Colonial Secretary at the yearly meeting of the tribe last October. Therefore you will be assured that our protest is not a refusal, and in no wise can it be said that we mean rebellion.

. . . . . .

7. We have been told over and over again that we were dutiful and faithful. We have before us the beautiful letter written by Her Majesty's High Commissioner, Sir Henry Barkly, on his leaving the Colony to return to England, wherein among many other things he says: 'When I came to Africa as Governor of the Cape Colony the Basutos had but recently placed themselves under the British Government, and it was imagined by many that before they became accustomed to our rule and fully submitted themselves to our laws, much trouble would arise. Such has not been the case. I have never had reason to doubt the loyalty of the chiefs or people. . . .' There are also before us many other words of commendation spoken by rulers, down to the time of our 'Pitso,' or annual gathering, when the Honourable the

Colonial Secretary said to us: 'The Government has no complaint against the Basutos, nor did it suspect them of anything.'

8. We have done our utmost to obey our magistrates. Christianity is progressing in the country. We therefore humbly ask whether the whole of these facts are not sufficient to prove that the Basutos are in their hearts faithful, loyal, peaceful, and thinking only of making progress in all good things. Therefore may we not confidently ask, What have we done that the Government should disarm us?

9. Our guns are at the disposal and command of the Queen's Government. Our guns wait for any order which the Queen shall give us to use them in her service and for the honour of her name. It was at her command those guns seized Langalibalele, even now, they have fought against Morosi on behalf of the Queen. Where is the crime of our guns? Our guns will never precede us, nor teach us to do anything which may be at variance with the Queen's will.

10. We humbly pray that we may not speak any word, nor allow any thought to escape us which might grieve the Government in any respect in all we have to say. Our sole desire is to lay clearly and openly before your eyes what we, the Basutos, are, and we would like to refer you to the manner in which the country of Basutoland was accepted at first by the Government of Her Majesty. It was then said it was to make a part of the great empire of the Queen, a part having its own governing power apart from the Cape Government, but under the control of the Governor as High Commissioner. He, the Governor, then put his own agent or representative in Basutoland: the first agent was Mr. Bowker. This is the way in which Basutoland stood at first after having been made a part of the Queen's dominions. Then we had no relationship with the Cape Parliament, we had to do with the High Commissioner alone. If arrangements have changed we have not been told; even now we ask, Are we not still dependent on the High Commissioner?

11. As late as last year, when Mr. Bowker came as agent for the High Commissioner for the second time, he told us, that although it was then a question of disarming the natives within the Colony, the law would have no authority in Basutoland, and that we ought not to be afraid.

12. Some time since, we desired to ask permission to send

delegates to the Colonial Parliament. We had much thought about the matter, and wrote a letter to His Excellency Sir H. Barkly, asking him kindly to consider the matter and to tell us whether it was practicable. He replied by saying, under date of 25th March, 1872: 'His Excellency requests that you will be so good as to explain to Letsie and to the Chiefs who have been induced to join in this movement, that if the Basutos were allowed to elect representatives for the Colonial Parliament, their country would in all respects come under the same rules and conditions as British Kaffraria, and the Basutos would be placed in a similar position to the ordinary Kaffir population within the Colony. Their native customs would necessarily be superseded by Colonial laws. People of European descent would be entitled to acquire land and settle in their country, and unoccupied lands would probably be sold or leased by Government. His Excellency desires that you will fully explain to the petitioners the nature and effect of the proposed change, and that you will remind them that the state of things which must inevitably result is very different from that contemplated by the late Chief Moshesh, and entirely inconsistent with the efforts made by Letsie himself to uphold 'Letsema' and other privileges. Petitioners may also be reminded that the Queen deems it detrimental to the welfare and happiness of her Basuto subjects to sanction the change they pray for.'

13. Is not this letter a strong proof that we ought not to be subjected to laws made by the Colonial Parliament in matters affecting the terms on which we became subjects of the Queen? If our position is such as is stated by Sir H. Barkly, no person can say that we are discussing on false premises. His Excellency does not hide the fact that he has the power which is given him by the law (sec. 2) which unites Basutoland to the Cape Colony, a law which was made, we believe, in 1871, but we have no notice on the subject. Have we not some good right to ask, Where do we stand? What is our true position? Whether we are governed by the High Commissioner or by the Cape Parliament solely?

. . . . . .

15. In the yearly meeting of October last, we were told that we might speak out all our thoughts and not keep anything back, and whatever did not satisfy us the Government would try and

arrange it. We then told the Colonial Secretary of our not understanding why we were disarmed; and yet we are now told we must submit, although no one has been able to show us in what we have offended the Government.

16. It is well known to every person that even whilst our Father Moshesh was still independent, we acted according to the commands of the Queen's Government as her allies, we went everywhere at its call with our guns; how many are the occasions in which we gave some assistance to Government? We were twice summoned to Winburg, also to Boomplaats, to Tinfontein, and at Rasega's to support Her Majesty's authority, this whilst we were an independent tribe. Then, again, we were called to help against Langalibalele, the Zulu, and lately against Morosi. Could our faithfulness and willingness be made more manifest than it was on these occasions? If, therefore, we are counted loyal and faithful, we are at a loss to see why our guns are demanded from us.

17. We are much afraid that our good name among the other tribes of natives in the interior may be ruined. Hitherto we have been known, first, as the faithful friends and allies of the Queen, and then as her faithful subjects. Up to the Zambesi and down to Cape Town, we are known as such. We are named the children of the Queen. If we are disarmed, will not other tribes say that we have offended against the Government?

18. They will not know that it is through no fault of ours, and thus our good name will be lost for ever.

19. Again we say the name of the Queen has hitherto been great and much honoured by all the native tribes of South Africa, and her protection has been sought by many of them with great earnestness. Will not this measure henceforth cause them to be afraid of seeking such protection, and thus the Queen's name will lose its prestige among the coloured races?

20. Again, we say that the question of disarmament has terrified us. We are asking among ourselves what has the Government in view, when it desires to obtain our arms? We are afraid and anxious, and would gladly be reassured, the more so as the Honourable the Colonial Secretary, when at our yearly meeting in October last, distinctly said that no force should be used to oblige us to put down our arms; but now, when we read the official account of the meeting, we find that he is said to have

declared that the Government would not do this thing suddenly.

. . . . . .

23. We end this our humble petition by saying, that we, the chiefs and the tribe of Basutos, do most humbly lay our prayer at your feet that we should not be disarmed. Have pity upon us and allow us to remain most faithful and loyal subjects of the Queen, retaining our arms. This prayer is the prayer of all. No one differs from us.

24. This has been written with the knowledge and the consent of the chiefs and headmen and people of Basutoland by me their paramount chief.

× LETSIE.

At Rakhuiti, Basutoland,
This the twenty-first day of January, 1880.

Witnesses—
YONATHANE, for the Chief Molapo.
LEPOYO, for the Chief D. Mosopha.

Enclosure 2 in No. 10.

GOVERNOR'S AGENT, Basutoland, to the Honourable THE SECRETARY FOR NATIVE AFFAIRS, Cape Town.

Office of the Governor's Agent, Basutoland.
January 26, 1880.

SIR,—At the request of the Chief Letsie, *I enclose herewith a letter* (open) addressed to his Excellency the Governor, *containing two petitions*, one to his Excellency the Governor, and the other for presentation to Her Most Gracious Majesty the Queen, *both upon the subject of disarmament.*

I have, &c.,
(Signed) CHARLES D. GRIFFITH,
Governor's Agent.

P.S.—The Chief Letsie has requested me to ask his Excellency to be kind enough to put in Her Majesty's proper address in the petition intended for Her, that he, Letsie, being very ignorant, does not know how to do it properly.

(Signed) C. D. G.

Enclosure 3 in No. 10.

To His Excellency SIR BARTLE FRERE, G.C.B., G.C.S.I., &c.,
Her Majesty's High Commissioner and Governor.

YOUR EXCELLENCY,—The Chief *Letsie desires me to enclose the petition* of himself and his people, trusting that the prayer it contains will be granted. All dwelling in the country of the Basutos feel that this is one of the most serious and momentous periods in the political life of this people, as upon the decision you may feel it your duty to give to the Basutos upon this question, will in a great measure depend the future position of those natives to Government. If this measure of disarmament is carried out as a sad necessity, a deep feeling of discontent will prevail, whilst by its being set aside, a spirit of loyal confidence will be maintained.

The Chiefs desire your Excellency to have the kindness to lay a copy of their prayer before the Parliament.

The Chiefs desire also to place in your Excellency's hands *a copy* of their petition, wishing that it may be forwarded *to Her Majesty the Queen*, in case your Excellency should find that the action of the Colonial Parliament should render it impossible for you at once to remove the fears of this people *by recalling the order for disarming*. They even wish that in any case your Excellency would forward the copy addressed to Her Majesty, that she may be assured of their continued loyalty.

In the name of the chief Letsie, &c.

I remain, &c.,
(Signed) A. MABILLE.

Enclosure 4 in No. 10.

Office of the Secretary for Native Affairs, Cape Town,
February 26, 1880.

SIR,—I am directed to acknowledge the receipt of your letter of January 20, enclosing a communication (open) addressed to his Excellency the Governor by the Reverend A. Mabille, covering two petitions from the Chief Letsie on behalf of himself and the

Basutos, one to Her Most Gracious Majesty the Queen, and the other to his Excellency the High Commissioner and Governor of the Cape Colony, and I am directed to instruct you to inform Letsie that the petitions addressed by him to the Queen and the Governor have been received by the Secretary for Native Affairs, and have been forwarded by him through the Colonial Secretary to his Excellency the Governor; that the petition to the Queen has been transmitted by the Governor to the Secretary of State for the Colonies to be laid before Her Majesty, but *his Excellency is unable to advise a compliance with its prayer*, and the petition to the Governor has been, in accordance with constitutional usage, returned by his Excellency to the Colonial Secretary for disposal by ministers, who, after giving the most careful consideration to its contents, are pleased to direct that the following reply be given to Letsie and the people residing in Basutoland.

It is unnecessary to state the reasons which influence the Government in calling upon the Basutos to surrender their guns, as they were clearly and distinctly laid before you by the Colonial Secretary at the Pitso held at Maseru in October last. It is possible that some people did not clearly understand what was said upon that occasion, and others may have forgotten precisely what they heard. But to prevent any misconception upon the subject, the words spoken by the Colonial Secretary were taken down in writing at the time, they were afterwards printed in a pamphlet, and were then translated into Sesuto, and copies were distributed amongst the people, so that they cannot now plead their want of knowledge of the intentions of the Government in this matter. The words in the pamphlet are the words used by the Colonial Secretary when he addressed the people, and whether all the people present thoroughly understood the sense of the expressions used or not, they cannot fail to understand the meaning of the words contained in the pamphlet, and the pamphlet having been issued under the authority of the Government, is of as much force as if the Colonial Secretary were addressing the people by the living voice.

In the course of the second speech of the Colonial Secretary on October 17 a clear intimation was given of the manner in which the Government intended to proceed, and that has been the course pursued by the Government.

When the rebellion in Basutoland was at an end, and peace

prevailed throughout South Africa, a notice was issued by Colonel Griffith inviting the people to surrender their arms and to show their loyalty to the Government by so doing; and following that notice the Peace Preservation Act will be immediately proclaimed in Basutoland, when it will be unlawful for persons not belonging to any military force to possess arms without a license from the Government.

The petition asks that the Basutos may be informed as to the position they occupy in relation to the High Commissioner, the Government, and the Parliament of the Cape Colony. It is not at this time needful to go into the history of the events which led to Basutoland becoming British territory, beyond remarking that there is nothing in the documents which passed between the High Commissioner and the Chief Moshesh during the negotiations which resulted in the annexation of the country, to show that any reservation of rights on the part of Moshesh or his descendants was intended; an absolute cession of the territory was made to the Queen, and until the year 1871 the territory was governed in the name of the Queen by the High Commissioner. But in that year an Act was passed by the Parliament of the Cape Colony 'for the annexation to the Colony 'of the Cape of Good Hope of the territory inhabited by the tribe of people called Basutos.'

That Act received the assent of Her Majesty the Queen, and on August 14, 1871, a proclamation was issued bringing the Act into operation, and from the date of that proclamation the functions of the High Commissioner as distinct from those of the Governor ceased in Basutoland.

The territory then became a part of the Cape Colony, and was subject to the Government of the Cape Colony. But in 1872 a further change took place; for in that year an Act was passed, and received the assent of the Queen, introducing the system of executive administration commonly called responsible Government, the practical effect of which was to place the Cape Colony, including as part of it Basutoland, under the authority of the Government of the Colony of the Cape of Good Hope, consisting of the Governor appointed by and responsible to Her Majesty the Queen, and the ministers appointed by the Governor, and in some respects responsible to him, but mainly responsible to the Legislature of the Colony.

According to the existing constitution the Governor cannot act alone in the affairs of Basutoland; all executive Acts are performed by the Governor upon the advice of his responsible advisers the ministers of the Crown in the Colony.

This is the system by means of which the Government of the Queen is carried on in Basutoland. With respect to the operation of Acts of the Colonial Parliament, by Section 2 of the Basutoland Annexation Act already referred to, it is provided that no Act shall extend to the territory of Basutoland unless it shall be extended thereto in express words, either contained therein or in some other Act of Parliament, or unless the operation thereof shall be extended to such territory by the Governor for the time being by proclamation or notice in the Government Gazette.

It is, therefore, competent for the Governor to proclaim the Peace Preservation Act or any other Act of the Cape Parliament, as in force in Basutoland; and after such proclamation the Act will in all respects have the same force and effect in Basutoland as if it had been specially enacted for that particular part of the Colony.

It may be that in the year 1878 Mr. Bowker, as Governor's agent, informed the Basutos that 'the Peace Preservation Act had no force in Basutoland.' If he did so, he said what was perfectly true at that time, but Mr. Bowker could scarcely have said that the law would have no authority in Basutoland in the future, as he was not officially acquainted with the intentions of the Government upon the matter, though he was aware, as also were the Basutos, that disarmament was a part of the policy of the present Government.

The petition sets out by dilating upon the very great advantages the Basutos have derived from the rule of Her Majesty the Queen; but those happy results have been consequent upon their obedience to the laws framed by the Government for their benefit, and it may not unreasonably be expected that similar advantages will accrue to the people in the future if they still continue to render obedience to the laws.

At the Pitso in October last strong protestations of loyalty and peaceful inclinations were made. The same course is pursued in the petition, and the question is asked, 'What have we done that the Government should wish to disarm us?'

At the Pitso the Colonial Secretary said the Government wished to save the people from themselves; and that although they had no present intention of fighting, yet times might come when it would become apparent that it was dangerous for the people to have arms in their hands.

Unhappily the Government have lately had clear proof of the truth of these predictions.

In the district of the Transkei, which is precisely similar to Basutoland, so far as regards the relations of the people to the Government and the Parliament of the Cape Colony, a notice was issued inviting the Fingoes and others to surrender their guns.

That invitation was met by the people in a loyal spirit, the guns were given up throughout the district. The last Fingo has received compensation. There is now no trace of soreness or ill-feeling, and the opinion is gaining ground amongst the people that disarmament has been one of the best and kindest acts the Government has ever performed.

The law which has been applied to the Fingoes and the various Kaffir tribes is equally applicable to the Basutos, and no reason has been or can be advanced on their behalf which might not equally be urged in the case of the other native tribes.

The petition says: 'We all obey with the utmost alacrity the laws made for our guidance and our protection.' This law of disarmament is made for your guidance and protection, and the Government firmly rely upon the good sense and loyalty of most of the chiefs to yield obedience to the law.

The Government have never done anything to lead the people to distrust them. They have promoted Christianity and education amongst the people with great success, as you yourselves testify. It is their purpose, by starting a model farm, to initiate an improved system of agriculture, by means of which the wealth of the people will be greatly increased, and by establishing an industrial school, to train the people in mechanical arts, so that when the land becomes too small for the rapidly increasing population, the people instead of being poor dependants on others may earn a comfortable living in the same way as is done by a large portion of the members of all civilised communities.

A part of the surplus revenue expected to accrue from the increased taxation will be applied in the construction of roads

and bridges, so as to afford facilities for the trade and agriculture of the country.

The Queen's Government is maintained in the country for the good of the people. The one desire of the Government is the happiness and prosperity of the people, and all the laws, regulations, and notices that are published have that object in view. It remains simply for the people to trust the Government, and to believe that they are being lifted out of darkness and barbarism into light and civilisation.

I have, &c.,
(Signed) H. E. R. BRIGHT,
Under Secretary for Native Affairs.

The Governor's Agent, Basutoland.

Enclosure 5 in No. 10.

MINUTE.

Colonial Secretary's Office, Cape Town,
Cape of Good Hope, March 2, 1880.

MINISTERS have the honour to acknowledge the receipt of his Excellency the Governor's Minute No. 918, dated 20th ultimo, enclosing for their information a copy *of a Despatch with which his Excellency proposed forwarding to Her Majesty a petition from the Basuto Chief Letsie* against the disarmament of the tribe.

In thanking his Excellency for the opportunity thus afforded them of offering remarks on the subject of the Despatch, Ministers have the honour respectfully to request that the attention of the Right Honourable the Secretary of State for the Colonies may be invited to the official report of proceedings at the Pitso held on October 16 and 17 last, a copy of which has already been forwarded to his Excellency, and which exhibits the views of ministers upon this important question.

A copy of the reply to the petition of Letsie and the Basutos, sent to the Governor's agent in Basutoland from the office of the Secretary for Native Affairs, *is herewith transmitted* to his Excellency.

As this reply fully expresses the opinion and shows the action of ministers with respect to disarmament, it renders unnecessary

any further remarks upon the Despatch under reference, beyond *the statement of their general concurrence with the opinions expressed therein.*

(Signed) J. GORDON SPRIGG.

No. 11.

COLONIAL OFFICE to MONSR. F. COILLARD.

Downing Street, March 27, 1880.

SIR,—I am directed by the Secretary of State for the Colonies to acknowledge the receipt of your letter of the 8th instant,[1] forwarding a representation addressed to him by the committee of the Paris Evangelical Missionary Society *on the question of the disarmament of the Basutos* by the Cape Government.

I am to request you to inform the committee, in reply, *that the responsibility for dealing with this subject rests with the Colonial Government rather than with the Secretary of State.* Sir M. Hicks Beach has, however, impressed upon the Cape Government, through Sir Bartle Frere, his earnest hope that every care will be taken to prevent the possibility of such a result as the committee of the Paris Evangelical Missionary Society justly deprecate; and he has received the assurance of the Colonial Ministers that the proposed disarmament *will not be carried out without great caution and consideration.*

I have, &c.,

onsr. F. Coillard. (Signed) E. WINGFIELD.

No. 12.

THE RIGHT HON. SIR MICHAEL HICKS BEACH, BART., to GOVERNOR THE RIGHT HON. SIR H. B. E. FRERE, BART., G.C.B., G.C.S.I.

Downing Street, April 1, 1880.

SIR,—With reference to previous correspondence relative to the proposed disarmament of the Basutos I have the honour *to transmit* to you, for your information, *copies of a letter*[2] *from Monsr. Coillard, forwarding a representation on the subject addressed to*

[1] No. 7. [2] Enclosure to No. 7.

me by the Committee of the Paris Evangelical Missionary Society, and of the reply which has been returned to Monsr. Coillard's letter by my direction.

I have, &c.,
(Signed) M. E. HICKS BEACH.

Governor Sir Bartle Frere, Bart.,
&c. &c. &c.

From our preliminary survey of the correspondence before us, we perceive that it arises from the representations of the Aborigines Protection Society against disarming the Basutos. These remonstrances are addressed to the Colonial Office, from which, at first, direct answers proceed. The High Commissioner to the Colony is made acquainted with the course of the correspondence. In consequence of further remonstrances on the subject from various other sources, the Colonial Office is induced to urge on the High Commissioner a serious consideration of the question, but this representation is made with some reserve. The High Commissioner confers with the Colonial Government, and addresses to the Secretary of State a long defence of his policy. He is seconded by the representations of the Colonial Government. Finally the Colonial Office, while mildly reassuring the remonstrants, leaves with the Colonial Government the responsibility for the policy persisted in.

Having thus made ourselves acquainted with the purport and course of the correspondence, we proceed to deal with each letter.

It is advisable to index the first letter with some degree of fulness, as therein the whole subject is started. The particular incidents of the letter need not be noticed in the epitome, as they are merely arguments and illustrations. The gist of the letter will be found in the

concluding paragraphs, and it will be noted that one of its expressions is considered pointed and concise enough to be reproduced entire in our index.

Letter No. 2 is too simple to need any further remark than that, as in our example, the purport of the letter forwarded should never be omitted in the Index.

No. 3 replies to No. 1, and has its purport sufficiently indicated by the italicised phrases.

It often becomes doubtful whether the *enclosures* of letters should be separately indexed. On this point the student must be mainly guided by the particular character of the enclosures and their covering letter. Where the enclosure is specifically mentioned in the covering letter, in such a way as to necessitate its definitive embodiment in the epitome of that letter, it need not be docketed, although it should be indexed; as in the case of Enclosure 1 in No. 10, which is thus referred to in No. 9. It should be noted that we have appended to No. 9 a reference to the enclosure which is therein epitomised. Where the enclosure is mentioned but not defined in the docket of the covering letter, and where it is not referred to at all therein, it should be separately docketed. Where there is much uncertainty as to the course to be pursued, the student should remember that in this exercise sins of commission are venial, while sins of omission are disastrous.

The enclosure in No. 7 is docketed because it is only mentioned and not defined in the covering letter. The substance of the docket is found, as very often occurs, in No. 8, the answer to No. 7.

In the remaining letters, the phrases we have italicised furnish the material for the docket, and without further remark we commend them to the student's careful observation.

INDEX TO CORRESPONDENCE RESPECTING THE AFFAIRS OF BASUTOLAND.

Serial No.	Date	From and to whom	Subject
1	April 5, 1879	Aborigines Protection Society to Colonial Office.	Forwarding extract of a letter from the Rev. E. Casalis, pointing out the impolicy of disarming the Basutos, and urging the necessity for showing confidence in tribes who have given proofs of loyalty.
2	April 17, 1879	Colonial Office to Gov. the Right. Hon. Sir H. B. E. Frere, Bart.	Forwarding copy letter from Aborigines Protection Society regarding the disarmament of the Natives and the impolicy of that measure, together with copy of reply thereto.
3	April 17, 1879	Colonial Office to Aborigines Protection Society.	Respecting the disturbance which had taken place in the Basuto country, and the method of carrying out the disarmament.
4	May 14, 1879	Aborigines Protection Society to Colonial Office.	Submitting observations on the unnecessary harshness of disarming the Natives.

INDEX TO CORRESPONDENCE RESPECTING THE AFFAIRS OF BASUTOLAND.

Serial No.	Date	From and to whom	Subject
5	May 31, 1879	Colonial Office to Aborigines Protection Society.	Acknowledging receipt of letter of 14th inst. relative to the disarmament of the Natives.
6	June 6, 1879	Colonial Office to Gov. the Right Hon. Sir H. B. E. Frere, Bart.	Forwarding copy further letter from Aborigines Protection Society referring to the disarmament of the Natives, with copy reply thereto.
7	March 8, 1880	Monsr. F. Coillard to Colonial Office.	Forwarding document from the Committee of the Paris Evangelical Missionary Society relative to the question of the disarmament of the Basutos.
Enclosure in No. 7	Feb. 25, 1880	From the Committee of the Paris Evangelical Missionary Society to the Colonial Office.	Representing that if disarmament is enforced on the Basutos, serious trouble is probable.
8	March 10, 1880 (Telegraphic)	Colonial Office to Gov. the Right Hon. Sir H. B. E. Frere, Bart.	Recommending caution in disarming the Basutos, and inquiring as to the state of Pondoland.

9	Feb. 20, 1880 (Recd. March. 18)	Gov. the Right Hon. Sir H. B. E. Frere, Bart., to Colonial Office.	Forwarding petition from the Basuto Chief Letsie remonstrating against the disarmament of his tribe. (Enclosure 1 in No. 10.)
10	March 2, 1880 (Recd. March 25, 1880)	Ditto	Forwarding copy letter addressed to Governor's agent in Basutoland (Colonel Griffith) on the subject of Letsie's petition against disarmament, and submitting observations thereon in detail.
Enclosure 1 in No. 10	Jan. 21, 1880	Basuto Chief Letsie to the Right Hon. Sir H. B. E. Frere Bart.	Petition against disarmament.
Enclosure 2 in No. 10	Jan. 26, 1880	Governor's agent Basutoland to Colonial Office, Cape Town.	Forwarding letter, enclosing two petitions, both upon the subject of disarmament, from A. Mabille.
Enclosure 3 in No. 10	*Not dated.*	Rev. A. Mabille to Governor's agent Basutoland.	Forwarding Letsie's petition, with a copy addressed to Her Majesty, and urging the recall of the order for disarmament.
Enclosure 4 in No. 10	Feb. 26, 1880	Colonial Office Cape Town to Governor's agent, Basutoland.	Explaining fully the policy of disarmament, and stating that the Governor is unable to advise a compliance with Letsie's petition.

INDEX TO CORRESPONDENCE RESPECTING THE AFFAIRS OF BASUTOLAND.

Serial No.	Date	From and to whom	Subject
Enclosure 5 in No. 10	March 2, 1880	*Minute.* Colonial Office, Cape Town, for the Right Hon. Sir H. B. E. Frere.	Forwarding copy of reply to Letsie's petition (Enclosure 4 in No 10), and stating the concurrence of Ministers with the opinions expressed in Governor's Despatch forwarded with Letsie's Petition to Secretary of State (No. 10).
11	March 27, 1880	Colonial Office to Mons. F. Coillard.	Requesting that the Committee of the Paris Evangelical Missionary Society may be informed that the question of the disarmament of the Basutos rests with Colonial Government rather than with Secretary of State, and will not be carried out without great caution and consideration.
12	April 1, 1880	From Colonial Office to Gov. the Right Hon. Sir H. B. E. Frere, Bart.	Transmitting copy of letter from Monsr. Coillard forwarding a representation from the Committee of the Paris Evangelical Missionary Society on the subject of the proposed disarmament of the Basutos.

From the foregoing exercise it will be observed that the chief difficulty consists in choosing between a number of different points set forth in the same letter. It often happens that in the course of his communication a correspondent has occasion to digress at considerable length, or to present a number of statements of fact bearing only indirectly on the matter immediately in hand, or even to push into prominence an entirely different question. The student must not be misled thereby. He should keep in view the main subject of the whole correspondence, and his index to a particular letter should refer to the general question alone.

The candidate should carefully consider whether all his dockets are clear and to the purpose, and whether they form together an intelligible whole. They should be free from unnecessary verbiage, and couched in uniform and appropriate language. The names of the correspondents, in the third column of the index, should be stated so that they can be at once identified, and each correspondent should be referred to by the same style throughout. In the second column the date of receipt, as well as of despatch, should be stated, when the lapse of time and the intervening incidents seem to render it necessary. Telegrams should also be noted, as in No. 8.

Finally, the candidate should revise his work, so as to insure its completeness and correctness in every particular.

The student will derive much assistance in the study of this subject from *Monkhouse's Précis Book* (Crosby Lockwood and Co.). In the first instance, he should spend some time in paraphrastic exercises, which are a most useful preparation for this subject, as well as for English Composition. Indeed, he will find it convenient

to prosecute his studies in both these subjects concurrently in certain respects, as they are so intimately allied, and a proper knowledge of either proves so advantageous to the acquisition of the other. Before proceeding to deal with correspondence, the student may take preliminary exercise by epitomising extracts from good authors, and for this purpose it will be desirable to choose the works which we have mentioned in our chapter on English Composition.

CHAPTER IX.

ENGLISH COMPOSITION.

THE Civil Service Commissioners generally give three subjects for English Composition, of which the candidate is to choose one and write thereon an essay not less than two folio pages in length. The time allowed is 2½ hours; and, as the examiners point out, *attention should be paid particularly to handwriting, spelling, grammar, punctuation, and style.*

As regards Handwriting and Spelling, we refer the student to our special remarks under those heads.

We presume that the student has already a sound knowledge of grammar and the rules of syntax. It must be remembered that grammar is the essential element of English composition. It is quite impossible to write a good essay if the rules of grammar are imperfectly known, improperly applied, or misunderstood. Words in themselves are sometimes very fine; but if there is no union and cohesion among them, they are idle, have no force, and convey no real meaning. English composition is the art of combining appropriate words for certain purposes by regular methods. The candidate should be most careful to guard against a grammatical error, as such would be viewed most severely by the Civil Service examiners.

As regards *Style*, the student should remember that

the first requisites of good style are clearness of expression and force of enunciation. Extravagant propositions, far-fetched figures of speech, excessive ornament, unnecessary verbiage, and extraordinary allusions, should be avoided. A clear, unassuming, and straightforward style is the one which the Civil Service examiners prefer.

It must be remembered that the examiners do not expect transcendent works of genius from Lower Division competitors; and if any candidate has an inherent love of scribbling, we recommend him by all means to curb and quiet himself in the examination room. Of all bad essays, that is the worst which bears the stamp and carries all the repulsive faults of the amateur author. Above all things let the candidate avoid charging his composition with very blank verse, crude metaphysics, credulous theorising, and absurd hyperbole. We remember a promising youth, who had won prizes at half the Mutual Improvement Societies in the kingdom, competing at a Civil Service Examination in English Composition. The theme he chose was the proverb 'A bird in the hand is worth two in the bush;' and on the wings of those two in the bush he soared 'above the Aonian Mount.' Like that rhymer who described the torches of the link-boys after a soirée, in the words,

> Then blazed a thousand flaming suns, and bade
> Grim night retire,

our candidate wantoned with grandiose words. 'Behold the contented mortal!' he wrote. 'Happy in the possession of his silver, he disregards the gold that lies before him.' Then the bell rang for 'time up,' and our candidate went away self-satisfied. But alas! in the event, his precocity only gained him 70 marks out of

200, in a subject, too, in which he was thought to excel.

Another great fault is the loose facetious *special correspondent* style. Unfortunately, this apology for a style is largely and banefully influencing the English language in these days, when the masses of the people seldom care to read anything but the newspaper. The consequences are seen in the introduction of slang terms, words base and forged, strange idioms contrary to the genius of our language, and whole sentences expressed in a foreign tongue; while tittle-tattle takes the place of wit, grammar grows limp, syntax is lost in prolixity, and logic is no more.

It is not uncommon at the examination to see candidates scribbling at such racing speed that they fill their book of twenty-four foolscap folios, and have to ask at the examiners' table for more paper. What can such compositions consist of? 'Words, idle words.' They have neither beginning nor end; they are without form, and void.

Let the student remember that he has to write in his mother tongue, and that his task is not to string together as many words as possible, but to state sensibly his thoughts on a particular subject. Instead of interlarding his language with the hybrid expressions of pedantry, let him develop the great resources of our own tongue. Good grammar, correct syntax, purity of language, simplicity of diction, force of expression, and sound logic,—these are the essentials of good composition; and let it not be forgotten that brevity is the soul of wit.

The candidate should study *Dalgleish's English Composition* (Oliver and Boyd, Edinburgh), and should combine this study with careful practice. He will do

well also to master a good handbook on *Logic*; and he should read with attention the writings of ADDISON and STEELE in the *Spectator*, and the *Essays* of LEIGH HUNT and MACAULAY.

At the examination, the first duty of the candidate will consist in choosing a subject, and care must be exercised in doing so. Generally the three subjects from which to choose are (1) an abstract subject such as *Thrift*; (2) a familiar proverb, such as, '*It's a long lane that has no turning*;' and (3) a topic designed to test the candidate's general information or powers of observation.

It must be a question for the candidate himself whether he is sufficiently well informed to write with correctness on the third subject. He should certainly not attempt it unless he possess the requisite information.

The choice between the abstract subjects must be carefully considered. A few moments of thought should be devoted to judging which of these subjects the candidate is most capable of treating properly. The choice once made should be adhered to.

The following order and method should be adopted in writing an essay:—

1. The subject should be carefully considered for some minutes.

2. The thoughts as they occur should be jotted down, and rough notes drawn up thereupon.

3. The essay should now be carefully composed, in a regular manner, and with slow deliberation, reference being constantly made to the notes, which should be pondered, amplified, and embodied in their proper place. Each sentence should be turned over and over in the mind until it is clear, correct, and concise; it

should then be neatly and carefully written down in due course, and should be properly punctuated.

4. Four or five pages of good, careful, correct writing, comprising an essay regularly begun, continued, and ended, will be quite sufficient, other things considered, to earn full marks. The time allowed is ample for the writing and for the careful consideration and deliberate composition of such an essay.

When completed, the essay should be carefully read over, and, if necessary, neatly corrected and punctuated.

The constitution of an essay should be in accordance with the following scheme:—

I. THE NOTION, or general idea of the thing which forms the subject of the essay.

(1) *What the thing is.* That is, a verbal or exemplary definition of the subject, explained by appropriate instances.

(2) *What the thing is not.* That is, an examination of the qualities inconsistent with the subject as above defined.

(3) *What the thing comprises.* That is, an investigation of the various qualities which affect the particular subject, or which are component parts of it.

II. THE THESIS. That is, the most obvious or important proposition which naturally follows from the above consideration of the notion.

(1) *Explanation of the Thesis,* by repeating it more fully and in different words.

(2) *Stating the counter Thesis,* and exhibiting its fallacy by *reductio ad absurdum* argument.

(3) *Expounding the Thesis,* by a graduated series of appropriate instances and examples calculated to exhibit the nature and actual operation of the Thesis.

(4) Careful, well chosen *Figurative Comparison*, designed to show analogy between the operation of the principle and certain commonly observed natural facts, thereby illustrating the Thesis in the simplest, clearest, and most graceful way, in fitting conclusion to the foregoing practical instances.

(5) Enunciation of *special circumstances* which make explanation of the Thesis exceptionally difficult, or which render argument in its support unnecessary.

(6) Logical *argument* proving the Thesis.

(7) Concluding *inferences*.

It will not of course be necessary to adhere to all the points of the above scheme in every case. The particular necessities of the subject chosen should be considered, and the scheme should be applied to it in the most suitable way.

When a familiar proverb is chosen as the subject of the essay, the first part of the above scheme, referring to the Notion, will be neither necessary nor suitable. A proverb is itself a Thesis; and after a general introduction, the explanation of it may at once be proceeded with.

In the case of a topic of general information or observation, the course of the essay must be left to the candidate's discretion. But it should certainly have a regular form and consistent method.

It will be advisable for the student to study the scheme we have given, as it will assist to mould his ideas, and serve to compel thought when the poverty of the subject would otherwise leave his mind barren.

We subjoin a few subjects for essays, with appropriate hints on each.

THRIFT.

Definition :—quality by which a man controls the affairs of his life.—Unthriftiness is either a natural failing or an acquired fault.—Prudence, patience, resolution, and vigilance are indispensable.

Without thrift labour and opportunity are fruitless, and fortune is demoralising.

Explain this thesis.

If prosperity could be obtained and held by the sole means of drudgery or speculation, the world would be ruled by dullards or adventurers. This is not the case.—Beneficial effects of thrift upon society.—It conduces to the exercise of the domestic virtues.—Evidences of the disastrous effects of unthriftiness.

How to be thrifty.

'As ye sow, so also shall ye reap.'

SELF-RESPECT.

Is the power given by consciousness of moral uprightness.

Explain it by its symptoms and outward effects.

It can only proceed from virtuous feelings and real worth.

Conceit, as opposed to self-respect.

Self-respect can be felt alike by heretics, heathens, and orthodox Christians, by savages and civilised beings.

Next to religion and the law, self-respect is the best safeguard against the disintegration of society.

Explain the thesis.

He who respects himself is respected by his neighbours.

Self-respect of atheists and outlaws.—Its effects.

Best proof of the thesis consists in an examination into the quality of self-respect itself.

Extremes of self-respect and its opposite.—The Pharisee and the Publican.

Influence of self-respect on a man's demeanour in life.

FRIENDSHIP.

What is true friendship ?

Communion of sentiment.

Mutual forbearance.

Nobility of character distinguishes true friends.

False friends—How to detect them.

Friendship forms a bond of union without which mankind would fall asunder and achieve its own destruction.

Principle recognised in the Christian religion.

Its proof.

Its application.

TEETOTALISM.

Explanation of the term.

Its origin—Personal infirmity of one of its first advocates.

The objects of its advocates. The evils of drunkenness.

Total abstinence better than occasional excess.

Former state of society with regard to this question.

'Drunk as a lord.'

The good work of 'teetotallers.'

Extreme opinions.

Medical and statistical arguments for and against 'teetotalism.'

Temperance and the rising generation.

Bands of Hope.

It is uncharitable and injurious to the common weal actively to oppose teetotalism merely through disapproval of its extreme views.

'WELL BEGUN IS HALF DONE.'

What the proverb means.

Instance of its applicability.

What is a good beginning?

How a good beginning conduces to a good performance.

The difficulty of beginning.

Understanding a thing is half the battle.

When a question is understood, it is not difficult to answer it.

An undertaking badly begun.

The house on the sands.

How to make a good foundation.

The following additional themes have been selected from Civil Service Papers.

Abstract Subjects.

Recreation.
The use and abuse of riches.
Perseverance.
Youth and old age.
Accuracy.

Proverbs.

'Waste not, want not.'
'A bird in the hand is worth two in the bush.'
'Knowledge is power.'
'Patience is its own reward.'
'Procrastination is the thief of time.

Subjects to test General Information and Powers of Observation.

Emigration.
Summer in the country.
Describe any village or city you know.
Modes of warfare, ancient and modern
The chief inventions of the present century.
A genius of the last century.
National characteristics and peculiarities.
Colonisation or conquest—which is the best? and why?

CHAPTER X.

SYSTEM OF STUDY.—THE COMPETITION.

STUDY, to be successful, must be systematic. It is most important that the time at the student's disposal should be economised and well managed, so that the maximum of knowledge may be acquired with the minimum expenditure of labour. Many clever candidates fail to pass their examinations because they are not thoroughly prepared, although they have had as much or even more leisure than competitors more dull who prove successful. It is the old story of the hare and the tortoise. In competitive examinations, it is necessary for a candidate to avail himself of all ordinary opportunities as well as of his natural cleverness; for if he trusts to his brain powers alone, and disregards the usual means of training such powers, he resigns his point of vantage, and places himself on a level with a duller though more cautious rival. When a strong man armed fights with a weak man armed, the result is assured. But when the former, confiding in his strength alone, neglects to don his armour, and meets an armed opponent though a weak one, who will wager that he will then be the victor?

Let me therefore impress on dull and clever candidates alike, that it is absolutely necessary for them to

prepare themselves at all points for the competition in which they intend to engage.

When the student has formed the intention of competing in an examination, whether at some fixed or some undecided date, let him at once commence his studies. The man who is always going to do something, and never does it, is one of the most pitiable of spectacles.

At the outset, the candidate should carefully consider the subjects of examination, with reference to their relative importance in the competition, their relative difficulty to himself, and the knowledge of them which he already possesses. He should then draw up very carefully a time-table by which to regulate his studies. Of course the time-tables of different candidates will vary according to their respective peculiar requirements.

As a guide to the candidate in this task, however, we subjoin specimen time-tables which we have found useful on several occasions, and which may commend themselves to candidates whose general knowledge of all the subjects of examination is, at the outset, much the same. These time-tables are drawn up on the assumption that the student is engaged in business during the day. We have therefore appropriated only 1 hour in the morning, and for Boy Clerks 2½ hours, for Men Clerks 3 hours in the evening, for the purpose of study; and the hours we should suggest as being most convenient are, 7. 30 to 8. 30 A.M., and 6. 30 to 9. P.M. This arrangement will doubtless, in most cases, afford a reasonable interval before and after the ordinary business of the day. Whether the morning or the evening is the best time for study, is a disputed question. We consider that in the morning the memory is more

vigorous and the mind clearer; but, on the other hand, the physical forces and animal spirits are readier to rebel against close application and sedentary study. And we consider that in the evening the brain is more active, and more easily excited to effort, while the body is more quiescent. In any case, the habits of town life do not encourage very early rising, without which continuous study in the morning before business is impossible. And we do not consider it desirable that the daily time of study which we have proposed should be squeezed into the morning, in order that the evening may be passed in indolence or in amusements that may interfere with the regular operations of the brain. On emergency, or when it is desired to put on extra pressure, such as during the last month previous to the examination, the time-tables can be expanded so as to include additional hours of the morning Indeed, this will be a very convenient means of 'putting on a spurt' at the fitting time.

It will be noticed that the arrangement of the Boy Clerk's Time Table affords a respite from study on Saturday evening. When, in consequence of an engagement, or because he needs a holiday, the candidate for a Man Clerkship desires an evening free, we advise him to do his appointed work in the early morning, but never to omit it altogether.

TIME-TABLE (1), *Boy Clerkship.*

	Morning	Evening
Monday	Tots, ½ hour Copying MS., ½ *hour*	Arithmetic, 2½ *hours*
Tuesday	Tots, ½ hour Learning Geography Notes, ½ *hour*	English Composition (Essay), 2 *hours* Dictation, ½ *hour*
Wednesday	Tots, ½ hour Learning Arithmetical Tables and Rules, ½ *hour*	Geography, 2½ *hours*
Thursday	Tots, ½ hour Learning Geography Notes, &c., ½ *hour*	Arithmetic, 2½ *hours*
Friday	Tots, ½ hour Learning Geography Notes, &c., ½ *hour*	Copying Tabular Statement, ½ *hour* English Composition, 2 *hours*
Saturday	Dictation, ½ *hour* Learning Orthography, ½ *hour* (Rules and Difficult Words)	Copying MS., ½ *hour* Copying Tabular Statement, ½ *hour*

TIME-TABLE (2), *Man Clerkship.*

	Morning	Evening
Monday	Tots, $\frac{1}{2}$ *hour* Geography, $\frac{1}{2}$ *hour*	Arithmetic (Elementary), 1 *hour* Book-keeping, 2 *hours*
Tuesday	English History, 1 *hour*	English Composition, $2\frac{1}{2}$ *hours* Copying Tabular Statement, [1] *hour*
Wednesday	Tots, $\frac{1}{2}$ *hour* Dictation, $\frac{1}{2}$ *hour*	Geography, 1 *hour* English History, 2 *hours*
Thursday	Geography, 1 *hour*	Arithmetic (Advanced), 3 *hours*
Friday	Tots, $\frac{1}{2}$ *hour* English History (learning by heart), $\frac{1}{2}$ *hour*	Indexing, $2\frac{1}{2}$ *hours* Copying MS., $\frac{1}{2}$ *hour*
Saturday	Arithmetic (Elementary), 1 *hour*	Digest of Returns into Summaries, $2\frac{1}{2}$ *hours* Looking up Odd Notes and Mems, $\frac{1}{2}$ *hour*

Having now drawn up his time-table, the student should carefully consider the amount of work in each subject which he has to go through, and should divide it into periods in accordance with his time-table and the time which will probably elapse before his examination. We may fix the term of study between the competitions at twenty weeks. This period, allowing for a vacation, will fill the usual interval between the competitions, which take place twice and occasionally three times a year. The student should so arrange his work that he can get through the whole of it in fourteen weeks. At about the expiration of that time the preliminary examination will take place; and, having succeeded in passing that, the student can strike out elementary arithmetic from his time-table, and again divide his work into such periods that he will recapitulate it entirely in the course of the six weeks which will probably elapse before the competition. During this latter interval the best mode of recapitulation will be by executing a specimen examination paper in each subject on the particular evening appointed for it in the time-table. These examination papers may be obtained of Messrs. Stanford (Charing Cross), published in a separate form, and may also be taken from the Civil Service Reports, which can be consulted at most public libraries. As regards History, the candidate cannot do better than go through the whole of our carefully compiled series of questions (p. 130 *et seq.*), taking about a score every Wednesday evening, in accordance with the time-table. During his recapitulation, the student should attentively con the notes which, if he has studied in accordance with our instructions, he will have collected on each subject; and during the week immediately preceding the examination we venture

to recommend him to peruse this work carefully throughout.

Having drawn up his time-table and arranged a scheme of work, the student must adhere to them consistently. It is no use for a man to have a system unless he sticks to it. If the candidate is irregular in his studies, and on many occasions omits the work appointed in his time-table, his whole scheme will become disjointed, his tasks will jostle each other, his arrangements will fall into confusion, method will be missing, and his system will prove a mockery. In the last week of preparation such a candidate will feel all this; and at the examination, alas! he will see it. If the student wishes for an evening free on any occasion, let him make an extra effort once in a while, and do his work in the morning. He will appreciate his freedom all the better afterwards.

Our remarks on System have been thus lengthy, because we have experienced how absolutely essential it is that the candidate should stick to his work, and this he cannot do without method and consistency. Be he ever so clever, he cannot dispense with training. He was born clever, and at his nativity he knew nothing. All the coaching in the world is useless to a fellow who will not work, for he has nothing to which it can be applied but vanity.

It remains for the student, before he can commence his work, to obtain the necessary handbooks. These we have severally mentioned in the preceding chapters. To a young student with limited means, it may seem a formidable array of books; but we strongly urge him to stretch to the uttermost, as many poor students who are earnest have done, to obtain them. And as a matter of fact, there is no need to buy them at the publishers if

means will not allow of it; the necessary books can be found on the shelves of most large second-hand book shops, notably at Poole's in Holywell Street; or a bargain can perhaps be made with some successful candidate. It is most disastrous to study with bad text-books; and the intelligent student will make a good collection of books, obtained at a comparatively small expense, go a long way towards obviating the want of a coach.

With regard to *Coaching* we may remark, as is said of authorship, that it is a very good walking-stick, but a very bad crutch. Coaching alone will not pass a candidate; it must be supplemented by voluntary private study. The most successful pupils of coaches are those who work hardest at home. It must be remembered that the best coaches only devote one long evening a week, or at most two short ones, to the preparation of their pupils; and although certain home tasks are appointed, the examinations consist of so many subjects, and the classes comprise so many members, that, when these assemble, particular remarks on each exercise, and individual instruction, are impracticable. Undoubtedly, if the candidate have a proper selection of books, including, we venture to add, a work of the nature which our own assumes, and if he study assiduously and systematically, he may confidently hope to educate himself sufficiently to ensure high success in the competition. Nevertheless, if the student can afford it, we recommend him to spend at least a short term under some good coach. In our own case, we found it advisable first to devote two or three months to private study, then to place ourselves for six weeks under a coach, and finally to resume private study until the examination. This method will probably be found the most

satisfactory, as it is necessary that the candidate shall have some good acquaintance with the subjects of examination before he can benefit by class work, and in our opinion it is desirable that he should sequester himself from the associations of a large class for a period before the examination, and learn to depend upon himself while he digests and puts into practice the instructions he has received from the coach. In choosing a coach, it is important that in the first place his qualifications be unquestionable; and that in the second place his class be large, for the means of competition among other candidates is the chief advantage which class work yields. In all these matters, the candidate must of course be guided by his purse and his common sense.

With regard to the conduct of private study, our remarks in this chapter have already emphasized the most important points.

But we strongly urge the student never on any account to work on Sunday. The religious aspects of the question are beyond our scope, and we leave that point to the conscience of the individual. The student must acknowledge, however, what universal experience confirms, that the man who labours seven days in succession can do far less on the eighth and following days than he who then resumes work, after a rest on the seventh day. And during that rest, the knowledge which has been acquired during the past week will have had time to become digested and settled down in the mind. Moreover, no man can work long without rest; and consequently the student who observes no Sunday will have to take periods of repose, capricious and ill-regulated, which will seriously interfere with the systematic conduct of his studies. As a matter of indisputable policy, therefore, let the candidate always refrain from working on Sunday.

During the week of the competition, likewise, the student should entirely suspend work; and we consider it advisable even to take a complete holiday of a day or two before the examination. It is absolutely necessary that the knowledge acquired by the student during the past should have time to settle and arrange itself in his mind, and that his faculties should be allowed to gather themselves together for the great final effort.

We now subjoin specimen time-tables, showing the order in which the subjects are usually taken at the examination and the days set apart for them.

I. Boy Clerks.

Days and Hours of Examination		Subject of Examination
Wednesday	10 A.M. to 12.30 P.M.	Arithmetic.
	12.30 P.M. to 1 P.M.	Dictation (1).
	2 P.M. to 2.30 P.M.	Copying.
	2.30 P.M. to 3 P.M.	Addition.
	3 P.M. to 3.30 P.M.	Dictation (2).
	3.30 P.M. to 4 P.M.	Copying MS.
Thursday	10 P.M. to 1 P.M.	Geography.
	2 P.M. to 4.30 P.M.	English Composition.

II. Men Clerks.

Days and Hours of Examination		Subjects of Examination
Monday	2 P.M. to 5 P.M.	Bookkeeping.
Tuesday	10 A.M. to 12.30 P.M.	English Composition.
	12.30 P.M. to 1 P.M.	Dictation (1).
	2 P.M. to 5 P.M.	Arithmetic.
Wednesday	10 A.M. to 1 P.M.	English History.
	2 P.M. to 2.30 P.M.	Copying.
	2.30 P.M. to 3 P.M.	Dictation (2).
	3 P.M. to 5.30 P.M.	Indexing.
Thursday	10 A.M. to 10.30 A.M.	Copying MS.
	10.30 A.M. to 11 A.M.	Addition.
	11 A.M. to 1.30 P.M.	Digest of Returns into Summaries.
	2.30 P.M. to 5.30 P.M.	Geography.

We append a copy of the particular instructions relative to the conduct of the examination, which are endorsed on the candidate's order, and which he must carefully note.

1. Every Candidate is required to present himself punctually at the time specified in the Time-Table.
2. No Candidate can be allowed to quit the Examination Room until he has given up the Paper on which he is engaged.
3. Candidates are required to write their Names at the top of every sheet of paper which they use.
4. Any Candidate who is dissatisfied with the pens, ink, or paper supplied to him is requested to apply to one of the Examiners; but those who are accustomed to use any particular kind of pen are recommended to bring it with them.
5. Cases having occurred in which Candidates under examination have been detected in attempting to use books and manuscripts which they had brought with them for their assistance, the Civil Service Commissioners think it right to give notice that they will regard any offence of this description, committed either in the Examination Room or elsewhere during the hours of examination, as affecting the moral character of the Candidate, and as rendering him ineligible.

   Any Candidate copying from the papers of another, or permitting his own papers to be copied, or receiving or giving assistance of any description, will expose himself to the same penalty.
6. The result of the Examination will be communicated to each Candidate by letter from the Office of the Civil Service Commissioners.

We have remarked that during the week of the examination the candidate should refrain from work. But we make this reservation—that the particular notes on each subject, which the candidate has collected in the

course of his work, should be placed in order and referred to on the evening previous to the examination in that subject.

The candidate is apprised of the time and place of the examination by letter from the Civil Service Commissioners, after he has sent in an application to be examined. Notice of the examination is given by advertisement in the *London Gazette* and in the leading daily papers. During the course of his studies the candidate should keep a sharp look-out for this announcement, and should occasionally apply to the Civil Service Commission, in order to make sure that he has not missed the important notice.

The competitions are held at various centres throughout the United Kingdom. In London, the examination generally takes place at the London University, Burlington House, Piccadilly. The candidate should take care to be at the appointed place in advance of the stated time on the first day. If he be a Londoner, he will find the great hall of Burlington House thronged with competitors, a sight which may fill the soul of a nervous man with vague alarms. Let him pluck up courage, however, for the whiskered rivals who daunt him most will probably make the sorriest show. There will possibly be some crushing on the staircase leading to the examination room; on this and all other occasions at the competition the well advised student will keep 'far from the madding crowd.' Everything that tends to perturb should be carefully avoided. The candidate must remain calm, collected, and confident. He should keep his wits on the alert, and should be firm in the resolve to 'be strong and show himself a man.'

When he reaches his desk in the examination room, he should see that everything is *comme il faut*, and then

he should gather himself together and calmly commence his work. During its progress he should bear in mind the precepts of his coach; he should *avoid slips*, the consequents of nervous haste; and he should coolly time himself, and carefully check his work.

When the interval for luncheon arrives, the candidate should sally forth, establish himself in a comfortable restaurant, free from disturbing influences, and should refresh himself by something light but invigorating. Above all things let him avoid heavy dinners, and abstain from flying to spirituous liquors for Dutch courage. A light lunch, a short saunter out of doors, and then a cup of good tea, are the best preparations for the afternoon struggle.

If in the course of the examination the candidate meet with unexpected misfortunes, let him not brood over them, but only seek to repair them thereafter. He should never contemplate his past work, but always consider that which is to come. The examination will prove long and wearisome, but the candidate should never despond, never throw up the sponge, but battle on bravely to the end. The next best thing to a victory is a glorious defeat. And, in a competition, defeat should never be acknowledged until it is proved; for no one can tell how these examinations will go.

After the competition, the candidate should go home and carefully draw up notes on his work, for future guidance. Then he should patiently wait for the result, avoiding alike boasting and mock despair. He should continue to do some light study, as sudden cessation of work is almost as bad as excessive labour. Moreover, study will relieve the anxiety of the period of waiting, and in the event of failure will be so much time gained.

The result is announced about three weeks after the

examination. In the case of success, the following instructions are communicated.

It is expected that Clerks of the Lower Division will hold themselves prepared to take up, immediately after their assignment for duty, the appointment for which they may be selected under the ninth clause of the Order in Council of February 12, 1876. But the Civil Service Commissioners will not refuse to consider applications for postponement of employment when grave reasons for a postponement may exist, such as the fact of a Clerk having accepted an engagement from which he cannot free himself without serious inconvenience to himself or to others. Such applications should be made as soon as possible, and cannot be received after an assignment has been made.

Similarly, although Clerks of the Lower Division have no choice as to the Department or locality in which they shall be employed, the Commissioners will be ready to consider applications from them for permission to decline (without forfeiting their place on the List) an appointment in a distant locality apart from relatives or friends. These applications should be made immediately after the receipt of this Circular.

It must be clearly understood that the Commissioners can only accede to applications, on either of the above grounds, when and so far as the requirements of the Public Service may permit. In the absence of any application, the Commissioners will act on the assumption that Clerks are prepared to serve when required to do so, and in the situation to which they would in ordinary course be allotted.

Successful candidates often have to wait a considerable time before they are appointed, but they are allowed to take employment under the Civil Service Commissioners as copyists during the interval. The pay of a copyist is 10*d.* per hour.

With these remarks we leave the successful ones in the hands of the Civil Service Commissioners. But as we leave them, we venture to advise them to avoid the foolish error of supposing that they have established

themselves in life, and need now only spend the small income they have acquired. Ere they have been long in the Service, they will learn that there is much yet to be accomplished; and they cannot begin too soon, or their opportunities will slip away altogether. Let them continue their studies, and at all events seek to educate themselves as gentlemen; and let them so work in their new office as to merit promotion and advancement, and render themselves honourable to the Service. The Civil Service has not yet lost an old stigma; but its young members may avoid the vices and conceits which gave rise to it. Above all, let them remember that by perseverance, earnest endeavour, self-culture, and shrewd observation, they will perceive more chances, and attain to a higher position, than by wasting their young energies in joining the chorus of such as 'make perpetual moan,' who are too weak to exert themselves in personal endeavour, but not too proud to agitate grievances in the eyes of a careless and contemptuous public.

To candidates who do not at first succeed, we recommend patience and perseverance. Defeat is very disappointing; but he who can bear failure with decorum and wisdom will very soon achieve success. An unsuccessful competition is worth almost a month of coaching; the lessons it teaches are so appropriate, its experience so valuable. Moreover, the forty or fifty successful candidates will have passed away, and left the defeated one so much nearer the top of the list. Let him take up the cudgels again, a wiser though a sadder man; and let him remember with a good heart the fine old motto,—*I will either find a way, or I will make one.*

INDEX

THE FRENCH LANGUAGE.

M. de Fivas' Works for the Use of Colleges, Schools, and Private Students.

The attention of Schoolmasters and Heads of Colleges is respectfully requested to the following eminently useful series of French class-books, which have enjoyed an unprecedented popularity. A detailed prospectus will be sent on application.

De Fivas' New Grammar of French Grammars; comprising the substance of all the most approved French Grammars extant, but more especially of the standard work 'La Grammaire des Grammaires' sanctioned by the French Academy and the University of Paris. With numerous Exercises and Examples illustrative of every Rule. By Dr. V. DE FIVAS, M.A., F.E.I.S., Member of the Grammatical Society of Paris, &c., &c. Forty-fourth Edition. Fcp. 3s. 6d. handsomely bound.

'At once the simplest and most complete Grammar of the French language. To the pupil the effect is almost as if he looked into a map, so well-defined is the course of study as explained by M. de Fivas.'—LITERARY GAZETTE.

*** A KEY to the above, price 3s. 6d.

De Fivas' New Guide to Modern French Conversation; or, the Student and Tourist's French Vade-Mecum; containing a Comprehensive Vocabulary, and Phrases and Dialogues on every useful or interesting topic; together with Models of Letters, Notes, and Cards; and Comparative Tables of the British and French Coins, Weights, and Measures: the whole exhibiting, in a distinct manner, the true Pronunciation of the French Language. Twenty-ninth Edition, 18mo. price 2s. 6d. strongly half-bound.

De Fivas, Beautés des Écrivains Français, Anciens et Modernes. Ouvrage Classique à l'usage des Collèges et des Institutions. Quinzième Édition, augmentée de Notes, Historiques, Géographiques, Philosophiques, Littéraires, Grammaticales, et Biographiques. Fcp. 3s. 6d. bound.

'A convenient reading book for the student of the French language, at the same time affords a pleasing and interesting view of French literature.' OBSERVER.

De Fivas, Introduction à la Langue Française; ou, Fables et Contes Choisis; Anecdotes Instructives, Faits Mémorables, &c. Avec un Dictionnaire de tous les Mots traduits en Anglais. A l'usage de la jeunesse, et de ceux qui commencent à appendre la langue française. Twenty-fifth Edition. Fcp. 2s. 6d. bound.

'By far the best first French reading book, whether for schools or adult pupils.'—TAIT'S MAGAZINE.

De Fivas, Le Trésor National; or, Guide to the Translation of English into French at Sight. Sixth Edition. Fcp. 2s. 6d. bound.

*** A KEY to the above. 12mo. 2s. cloth.

Etymological Companion to De Fivas' French Grammar.

The French Language: a Complete Compendium of its History and Etymology. For the use of Colleges, Public and Private Schools, and Students. By E. ROUBAUD, B.A., Paris. Professor of the French Language, Author of 'The French Pronunciation' and other works. Fcp. 1*s.* 6*d.* cloth.

THE GERMAN LANGUAGE.

Dr. Falck Lebahn's Popular Series of German School-books.

'As an educational writer in the German tongue, Dr. Lebahn stands alone; none other has made even a distant approach to him.'—BRITISH STANDARD.

Lebahn's German Language in One Volume. Seventh Edition, containing—I. A Practical Grammar, with Exercises to every Rule. II. Undine; a Tale: by DE LA MOTTE FOUQUÉ, with Explanatory Notes of all difficult words and phrases. III. A Vocabulary of 4,500 Words, synonymous in English and German. Crown 8vo. 8s. cloth. With Key, 10s. 6d. Key separate, 2s. 6d.

'The best German Grammar that has yet been published.'—MORNING POST.

'Had we to recommence the study of German, of all the German grammars which we have examined—and they are not a few—we should unhesitatingly say, Falck Lebahn's is the book for us.'—EDUCATIONAL TIMES.

'The exercises are very good, well graduated, and well designed to illustrate the rules. The "4,500 words synonymous in German and English" is a very advantageous feature.'—SPECTATOR.

Lebahn's First German Course. Fourth Edition. Crown 8vo. 2s. 6d. cloth.

'It is hardly possible to have a simpler or better book for beginners in German.' ATHENÆUM.

'It is really what it professes to be—a simple, clear, and concise introduction to the German Language.'—CRITIC.

Lebahn's Edition of Schmid's Henry von Eichenfels. With Vocabulary and Familiar Dialogues. New and Cheaper Edition (the eighth). Fcp. 8vo. cloth, 1s. 6d.

'Equally with Mr. Lebahn's previous publications, excellently adapted to assist self-exercise in the German language.'—SPECTATOR.

'The Dialogues are as perfectly adapted to render the student a speaker of this interesting language, as is the Vocabulary for making him a reader.' EDUCATIONAL TIMES.

Lebahn's First German Reader. Fifth Edition. Cr. 8vo. 3s. 6d. cloth.

'Like all Lebahn's works, most thoroughly practical.'—BRITANNIA.

'An admirable book for beginners, which indeed may be used without a master.' LEADER.

Lebahn's German Classics; with Notes and Complete Vocabularies. Crown 8vo. 3s. 6d. each, cloth.

EGMONT. A Tragedy, in Five Acts, by GOETHE.
WILHELM TELL. A Drama, in Five Acts, by SCHILLER.
GOETZ VON BERLICHINGEN. A Drama. By GOETHE.
PAGENSTREICHE, a Page's Frolics. A Comedy, by KOTZEBUE.
EMILIA GALOTTI. A Tragedy, in Five Acts, by LESSING.
UNDINE. A Tale, by FOUQUÉ.
SELECTIONS from the GERMAN POETS.

'With such aids, a student will find no difficulty in these masterpieces.' ATHENÆUM.

Lebahn's Exercises in German. Cr. 8vo. 3s. 6d. cloth.

'A volume of "Exercises in German," including in itself all the vocabularies they require. The book is well planned; the selections for translation from German into English, or from English into German, being sometimes *curiously* well suited to the purpose for which they are taken.'—EXAMINER.

KEY to ditto. Crown 8vo. cloth limp, 2s. 6*d*.

Lebahn's Self-Instructor in German. Crown 8vo. 3s. 6d. cloth.

'One of the most amusing elementary reading-books that ever passed under our hands.'—JOHN BULL.

'The student could have no guide superior to Mr. Lebahn.' LITERARY GAZETTE.

McHENRY'S SPANISH COURSE.

McHenry's New and Improved Spanish Grammar. Containing the Elements of the Language and the Rules of Etymology and Syntax Exemplified; with Notes and Appendix, consisting of Dialogues, Select Poetry, Commercial Correspondence, Vocabulary, &c. Designed for every class of Learners, especially for such as are their own Instructors. New Edition, revised and corrected by ALFRED ELWES. 12mo. bound, 6s.

'The Author has paid more than ordinary attention to the subject of pronunciation. The rules are laid down with brevity and distinctness, and sufficiently illustrated by examples; and, in short, we think that this work of Mr. McHenry will be a useful guide to those who wish to form an acquaintance with the language of Spain.'—CRITICAL REVIEW.

'Justice compels us to say that this is the most complete Spanish Grammar for the use of Englishmen extant. It fully performs the promises in the title-pages.'—BRITISH HERALD.

McHenry's Exercises on the Etymology, Syntax, Idioms, &c. of the Spanish Language. New Edition, revised by ALFRED ELWES. 12mo. bound, 3s.

*** KEY TO THE EXERCISES, revised and corrected by ALFRED ELWES. Price 4s. bound.

'Unquestionably the best book of Spanish Exercises which has hitherto been published.'—GENTLEMAN'S MAGAZINE.

McHenry's Synonyms of the Spanish Language Explained. 12mo. bound, 4s.

'Anxious to render the work as interesting as possible, the Author has expended considerable time and labour in making a selection of characteristic extracts from the most approved writers, which, while they serve to exemplify or elucidate the particular synonyms under consideration, may at the same time recommend themselves to the learner by their intrinsic value.'

EXTRACT FROM THE PREFACE.

RAGONOT, VOCABULAIRE SYMBOLIQUE.

Vocabulaire Symbolique Anglo-Français.

A Symbolic French and English Vocabulary, for Students of every age in all classes; in which the most Useful and Common Words are taught by Illustrations. By L. C. RAGONOT, Professor of the French Language. Tenth and Cheaper Edition, with upwards of 850 Woodcuts and 9 full-page Copper-plates. 4to. cloth, 3s. 6d.

Symbolisches Englisch-Deutsches Wörterbuch.

The Symbolic Anglo-German Vocabulary, adapted from RAGONOT'S 'Vocabulaire Symbolique Anglo-Français.' Edited by FALCK LEBAHN, Ph.Dr. With 850 Woodcuts and 8 full-page Lithographic Plates. New and Cheaper Edition. Demy 8vo. cloth, 3s. 6d.

CIVIL SERVICE HANDBOOKS.

Indispensable for Candidates for Examinations.

The Civil Service Coach: a Practical Exposition of the Civil Service Curriculum, and Guide to the Lower Division of the Service and its Competitive Examinations. By STANLEY SAVILLE, of H.M. Civil Service. Fcp. 8vo 2s. 6d. cloth. [*Just published.*

A Handbook of English Literature. By H. A. DOBSON, Board of Trade. Second Edition, Revised and Extended, fcp. 3s. 6d. cloth.
'An excellent handbook of English Literature.'—ATHENÆUM.
'It possesses the indispensable and rare merit of accuracy.'—EXAMINER.

The Précis Book; or, Lessons in Accuracy of Statement and Preciseness of Expression. For Civil Service Students, Self-Education, and use in Schools. By W. COSMO MONKHOUSE, of the Board of Trade. Second Edition, Revised. Fcp. 8vo. cloth, 2s. 6d.
*** KEY to the above. Fcp. 8vo. 2s. 6d.

The Civil Service Geography, General and Political. By the late L. M. D. SPENCE. Revised by THOMAS GRAY, of the Board of Trade. Seventh Edition, Woodcuts and Six Maps, fcp. 2s. 6d. cloth.
'A thoroughly reliable as well as a most ingenious compendium of geography.'—CIVIL SERVICE GAZETTE.

The Civil Service History of England; being a Fact-Book of English History. By F. A. WHITE, B.A. Third Edition, corrected and extended by H. A. DOBSON, of the Board of Trade, 2s. 6d. cloth.
'We do not remember to have seen anything of the kind so compendious, complete, accurate, and convenient for use.'—ATHENÆUM.

The Civil Service Book-keeping; or, Book-keeping no Mystery. Its Principles Popularly Explained, and the Theory of Double Entry Analysed. By an EXPERIENCED BOOK-KEEPER. Fcp. 1s. 6d. cloth.
'It is clear and concise, and exactly such a text-book as students require.'—QUARTERLY JOURNAL OF EDUCATION.

The Civil Service Orthography: a Handy Book of English Spelling, with Rules and Exercises. By E. S. H. B. Second Edition, revised and corrected, fcp. 1s. 6d. cloth.
'A carefully written, and complete little book.'—PALL MALL GAZETTE.

The Civil Service Chronology of History, Art, Literature, and Progress, from the Creation of the World to the Conclusion of the Franco-German War. The Continuation by W. D. HAMILTON, F.S.A., of H.M. Public Record Office, fcp. 3s. 6d. cloth.
'Accurate, wide, and thorough. Most useful to those who are reading up for examinations.'—ENGLISH CHURCHMAN.

The Civil Service English Grammar: being Notes on the History and Grammar of the English Language. By W. T. YATES, Head Master, Windermere Grammar School, fcp. 1s. 6d. cloth.
We cannot call to mind any single work which would render so much assistance as is offered here to the student preparing to undergo examination in Grammar and Language.'—THE SCHOOL BOARD CHRONICLE.

The Civil Service First French Book: being a Practical First Course of French Grammar, with Exercises combined, for the use of Civil Service Candidates, Classes, and Private Students. By ACHILLE MOTTEAU. Second Edition, Enlarged. Fcp. 1s. 6d. cloth.
*** KEY to the above. Fcp. 8vo. 2s. 6d. cloth.

LOCKWOOD'S ELEMENTARY SCHOOL SERIES.

18mo. price 1s. each, strongly bound.

The Elements of Geography. By the Rev. B. G. JOHNS. Enlarged and corrected.

A Short and Simple History of England. By the Rev. B. G. JOHNS. Twenty-second Edition.

The French Language, an Easy and Practical Introduction to. By JOHN HAAS. First Course.

The French Language, an Easy and Practical Introduction to. By JOHN HAAS. Second Course.

*** The above Two Volumes bound together, 2s.

Key to the Exercises in the Second Course of the above.

The German Language, the Little Scholar's First Step in. By Mrs. FALCK LEBAHN.

German Reading, The Little Scholar's First Step in. Containing Fifty Tales from Schmid, with Notes. By Mrs. FALCK LEBAHN.

German Prepositions. By S. GALINDO.

German Colloquial Phraseology. By S. GALINDO.

The Latin Language, an Easy and Practical Introduction to. By A. H. MONTEITH. KEY to the same.

The First Book of Poetry. Selected by the Rev. B. G. JOHNS.

Outlines of Roman History. By Rev. B. G. JOHNS.

Tomkins' Poetry.—Poetry for Schools and Families; or, the Beauties of English Poetry. Selected for the Use of Youth. By E. TOMKINS. Twenty-second Edition, with considerable Additions and fine Steel Frontispiece. Fcp. 8vo. cloth, 2s. 6d.; gilt edges, 3s.

The Art of Extempore Speaking: Hints for the Pulpit, the Senate, and the Bar. By M. BAUTAIN, Vicar-General and Professor at the Sorbonne, &c. Translated from the French. Seventh Edition, fcp. cloth, 3s. 6d.

When to Double your Consonants. See the Writer's Enchiridion, a List of all the Verbs that Double their Consonants on taking ED, EST, ING, &c. By J. S. SCARLETT. 18mo. cloth limp. 1s.

Mind your H's and Take Care of your R's. Exercises for Acquiring the Use and Correcting the Abuse of the Letter H; with Additional Exercises on the Letter R. By CHAS. WM. SMITH, Author of 'Clerical Elocution,' &c. Fcp. cloth limp, 1s.

The Young Reporter : a Practical Guide to the Art and the Profession of Shorthand Writing, with a Dictionary of Latin Quotations, &c. Fcp. cloth, 1s.

THE

SCHOOL MANAGERS' SERIES

OF

READING BOOKS.

EDITED BY REV. A. R. GRANT,

Rector of Hitcham, and Hon. Canon of Ely, and formerly H.M.'s Inspector of Schools.

'*The reading lessons which we want are compositions written expressly for the purpose—suited to children without being childish, sensible without being dull, giving elementary knowledge in a form fitted to excite interest and curiosity; introducing common-sense reasoning on the ordinary matters of life; associating knowledge with every-day business, instead of leaving it in the cloud-land, where it rests with most children—apart from interest or pleasure—and ever, whether expressly or by implication, bringing to bear on the heart and conduct the great principles made known to us by Divine Revelation.*'—Editor's Preface to the Series.

SUMMARY OF CONTENTS.

	s.	d.
INTRODUCTORY PRIMER—The Alphabet and Easy Lessons followed by Short Dialogues	0	3
FIRST STANDARD—Short Dialogues, and Stories in Prose and Verse	0	6
SECOND STANDARD—Dialogues, Stories, Short Readings in Poetry, and Geography	0	10
THIRD STANDARD—Sketches of the Principal Events in English History, with Illustrative Poetry from Tennyson, Dean Trench, &c.	1	0
FOURTH STANDARD—Prose Readings and Dialogues on Every-day Life, as Nursing, Vaccination, Household Management, Getting on in Life, Emigration, &c., &c.—Geology and Astronomy—Extracts from Shakespeare, Coleridge, Wordsworth, &c.	1	2
FIFTH STANDARD—Sketches and Stories of our Colonies—Readings from Shakespeare, Tennyson, &c.	1	6
SIXTH STANDARD—The Two Napoleons: Being a Sketch of the Principal Events in the History of Europe during the last Eighty Years	1	6
LESSONS FROM THE BIBLE (OLD TESTAMENT), for the use of Elementary Schools. Edited by the Rev. A. R. GRANT, M.A.	1	0
LESSONS FROM THE BIBLE (NEW TESTAMENT), WITH SCRIPTURE GEOGRAPHY, for the use of Elementary Schools. Edited by the Rev. A. R. GRANT, M.A.	1	2
LESSONS FROM THE BIBLE. The above 2 vols. bound together	2	0

Opinions of the Press.

'Most admirable Reading Books, adapted for every standard under the Revised Code, and it is *impossible to speak too highly of them*.....We commend them to the consideration of the National Society; their imprimatur to a work so *unique and almost perfect* as that before us would be as creditable to the Committee as it would be an undoubted boon to School Managers.'

JOHN BULL.

'Exactly what many teachers will be glad to find ready to their hands.'

SPECTATOR.

BOOKS FOR NURSERY OR MATERNAL TUITION.

ENGLISH.

The First or Mother's Dictionary. By Mrs. JAMESON (formerly Mrs. MURPHY). Tenth Edition. 18mo. 2s. 6d. cloth.

School-Room Lyrics. Compiled and Edited by ANNE KNIGHT. New Edition. 18mo. 1s. cloth.

Chickseed without Chickweed: being very Easy and Entertaining Lessons for Little Children. In Three Parts. Part I. in words of three letters. Part II. in words of four letters. Part III. in words of five or more letters. New Edition, with beautiful Frontispiece by Anelay. 12mo. 1s. cloth.

Cobwebs to Catch Flies; or, Dialogues in short sentences. Adapted for Children from the age of three to eight years. In Two Parts. Part I. Easy Lessons in words of three, four, five, and six letters, suited to children from three to five years of age. Part II. Short Stories for Children from five to eight years of age. 2s. cloth.

FRENCH.

Petites Causeries; or, Elementary French and English Conversations. For Young Students and Home Teaching. To which are added Models of Juvenile Correspondence. Illustrated by Eight Full-page Engravings and numerous Woodcuts. By ACHILLE MOTTEAU, Author of 'The Civil Service First French Book' &c. Second and Cheaper Edition. Square crown 8vo. 2s. cloth.

'This handsomely illustrated little volume of elementary English and French conversations is at once the simplest and most attractive we have yet seen. We can scarcely fancy a schoolbook that could do more to popularise and facilitate the study of French among children.'—GLASGOW HERALD.

'The book is handsomely got up and well illustrated.'—SCHOOL GUARDIAN.

'It is unquestionably an excellent work.' -SCHOOL BOARD CHRONICLE.

'For simplicity of arrangement, and the admirable way in which it leads on young beginners, step by step, it would be impossible to surpass it.' CIVIL SERVICE GAZETTE.

'A work better designed for its purpose is seldom met with.'—SCOTSMAN.

La Bagatelle; intended to introduce Children of five or six years of age to some knowledge of the French Language. Revised by Madame N. L. New Edition, with entirely New Cuts. 18mo. 2s. 6d. bound.

This little work has undergone a most careful revision. The orthography has been modernised and entirely new woodcuts substituted for the old ones. It is now offered to parents and others engaged in the education of young children, as well adapted for familiarising their pupils with the construction and sounds of the French language, conveying at the same time excellent moral lessons.

Barbauld, Leçons pour des Enfants de l'Âge de Deux Ans jusqu'à Cinq. Traduites de l'Anglais de Mme. BARBAULD par M. PASQUIER. Suivies des 'Hymnes en Prose pour les Enfants,' traduites de l'Anglais de Mme. BARBAULD par M. CLÉMENCE. Nouvelle Edition, le tout revu par CLOTILDE NORRIS. Avec un Vocabulaire complet Français Anglais. 18mo. cloth, 2s.

DR. LARDNER'S POPULAR SCIENTIFIC WORKS.

The Museum of Science and Art. Edited by DIONYSIUS LARDNER, D.C.L., formerly Professor of Natural Philosophy and Astronomy in University College, London. Re-issue in Six Double Volumes, with upwards of 1,200 Engravings on Wood. Price £1. 1s., in a new and elegant cloth binding; or, half-morocco elegant, £1. 11s. 6d.

'"The Museum of Science and Art" is the most valuable contribution that has ever been made to the scientific instruction of every class of society.'
Sir DAVID BREWSTER in the NORTH BRITISH REVIEW.

Popular Treatises, abridged from the above.

Common Things Explained. With 233 Illustrations. 5s. cloth; or in 2 vols. price 2s. 6d. each.

The Microscope. With 14 Illustrations. 2s. cloth.

Popular Geology. With 201 Illustrations. 2s. 6d. cloth.

Popular Physics. With 85 Illustrations. 2s. 6d. cloth.

Steam and its Uses. With 89 Illustrations. 2s. cloth.

Popular Astronomy. With 182 Illustrations. 4s. 6d.

The Bee and White Ants. 135 Illustrations. 2s. cloth.

The Electric Telegraph Popularised. 100 Illus. 1s. 6d.

Natural Philosophy for Schools. By Dr. LARDNER. With 335 Illustrations. Sixteenth Thousand. Revised and Edited by T. OLVER HARDING, B.A., of University Coll., London. Cr. 8vo. 3s. 6d. cloth.

Animal Physiology for Schools. By Dr. LARDNER. With 190 Illustrations. Second Edition. Crown 8vo. 3s. 6d. cloth.

The Handbook of Astronomy. By Dr. LARDNER, Fourth Edition. Revised and Edited by EDWIN DUNKIN, F.R.S. With 38 Plates and upwards of 100 Woodcuts. In one thick vol. cr. 8vo. 9s. 6d.

'Probably no other book contains the same amount of information in so compendious and well-arranged a form.'—ATHENÆUM.

The Handbook of Animal Physics. By Dr. LARDNER. With 520 Illustrations. Second Edition, carefully corrected. Crown 8vo. 7s. 6d. cloth.

The Electric Telegraph. New Edition. By E. B. BRIGHT, F.R.A.S. 140 Illustrations. Post 8vo. 2s. 6d. cloth.

The Handbook of Mechanics. A New Edition. Edited and considerably Enlarged by B. LOEWY, F.R.A.S. With 378 Illustrations. Post 8vo. cloth, 6s.

The Handbook of Heat. New Edition. Re-written and Enlarged. By BENJAMIN LOEWY, F.R.A.S. With 117 Illustrations. Post 8vo. cloth, 6s.

The Handbook of Hydrostatics and Pneumatics. New Edition, by B. LOEWY, F.R.A.S. With 236 Illustrations. Post 8vo. cloth, 5s.

The Handbook of Electricity, Magnetism, and Acoustics. New Edition. Edited by GEORGE CAREY FOSTER, B.A., F.C.S. With 400 Illustrations. Post 8vo. 5s. cloth.

The Handbook of Optics. New Edition. Edited by T. OLVER HARDING, B.A. With 298 Illustrations. Post 8vo. cloth, 5s.

THE BOOK WHICH ENGLISH LADS TAKE MOST DELIGHT IN.

NEW EDITION, 1881.

With many improvements, additions, and new Illustrations.

The Boy's Own Book: a Complete Encyclopædia of Sports and Pastimes, Athletic, Scientific, and Recreative. A New Edition, revised, with many Additions and Improvements, including the Newest Games and Amusements; with more than 600 Illustrations many of them quite new), 10 Vignette Titles printed in Gold, and over 700 pages. 8s. 6d. handsomely bound in cloth.

PRINCIPAL CONTENTS.

MINOR SPORTS: Games with Marbles—with Tops—with Balls—Indian Ball Games—Sports of Agility and Speed—Miscellaneous Outdoor Sports—Indoor Sports—Sports with Toys.

DRAWING-ROOM GAMES: Minor Games—Shadow Pantomimes—Bouts Rimés—Definitions—Forfeits—Acting Charades—Acting Proverbs—Tableaux Vivants, &c.

ATHLETIC SPORTS: Cricket—Golf—Shinty—Football—Croquet—Troco—Hockey—Rackets and Fives—Tennis and Pallone—Lawn Tennis—Badminton—Base Ball—La Crosse—Quoits, Bowls, Skittles, &c.—Aunt Sally—Fencing—Broadsword and Singlestick—Archery—Riding—Driving—Bicycling—Gymnastics—Boxing and Wrestling, &c.

AQUATIC SPORTS: Angling, Sea Fishing—Swimming—Rowing—Canoeing—Sailing—Skating—Sliding—Curling, &c.

THE NATURALIST: Singing Birds—Talking Birds—Poultry-Yard—Pigeons—Rabbits—Guinea-pigs—Dogs—Cats—Squirrels—White Mice—Silkworms—Bees—Aquarium, &c.

SCIENTIFIC RECREATIONS: Arithmetical Amusements—Magnetism—Electricity—Galvanism and Electro-Magnetism—Chemistry—Fireworks—Aërostatic Amusements—Acoustics and Pneumatics—Optics—The Microscope—The Telescope—Photography, &c.

GAMES OF SKILL: Chess—Draughts—Backgammon—Dominoes—Solitaire—Bagatelle—Billiards—Minor Games, &c.

LEGERDEMAIN, &c.: Simple Deceptions and Easy Tricks—Tricks with Money—with Cards—Feats requiring Special Apparatus or Confederacy—Paradoxes and Puzzles, &c.

'Not one amongst its rivals—not half-a-dozen of them rolled into one—match our old favourite.....It is still peerless!.....More truly than ever the lawgiver of the playground.'—SUN.

'"The Boy's Own Book" has had many imitators, but they have been but puny counterfeits, and the new edition just issued may bid defiance to them all. Brought up to the present day, it is itself alone THE *book for boys*.'—BAILEY'S MAGAZINE OF SPORTS.

'"The Boy's Own Book" is still *the* book which English lads take most delight in, and read with the greatest interest. It stands alone, and is likely to stand alone for many generations to come, as the young Briton's treasury of pleasant, instructive, and entertaining knowledge.'

CIVIL SERVICE GAZETTE.

'Many Happy Returns of the Day!' A Birthday Book for Boys and Girls. By CHARLES and MARY COWDEN CLARKE, Authors of the 'Concordance to Shakspeare,' &c. New and Cheaper Edition. Profusely illustrated by the Brothers DALZIEL and others. Post 8vo. cloth elegant, 3s. 6d.

'Mr. and Mrs. Clarke have here invited all "our big little people" to a grand conversazione. Who will not desire to partake of the enjoyment offered by such hosts?'—ATHENÆUM.

'A very charming little book.....The volume does not contain a chapter from which something may not be learnt, and, as we had every right to expect, from the names upon its title-page, it evinces a vast amount of elegant and discursive reading. We can strongly and conscientiously recommend it to those parents and friends who, in making a present, consult not only the gratification, but also the benefit of the recipients, who will we feel assured, at any season, on receiving it, mentally wish themselves "Many Happy Returns of the Day!"'—LITERARY GAZETTE.

'An unobjectionable child's book is the rarest of all books. This book is not only this, but may rely upon its positive excellences for a long and deserved popularity.'—WESTMINSTER REVIEW.

Merry Tales for Little Folk. Illustrated with more than 200 Pictures. Edited by Madame DE CHATELAIN. Cloth elegant, 3s. 6d.; gilt edges, 4s. Contents;—The House that Jack Built—Little Bo-Peep—The Old Woman and Her Eggs—Old Mother Goose—The Death and Burial of Cock Robin—Old Mother Hubbard—Henny Penny—The Three Bears—The Ugly Little Duck—The White Cat—The Charmed Fawn—The Eleven Wild Swans—The Blue Bird—Little Maia—Jack the Giant Killer—Jack and the Bean Stalk—Sir Guy of Warwick—Tom Hickathrift the Conqueror—Bold Robin Hood—Tom Thumb—Puss in Boots—Little Red Riding-Hood—Little Dame Crump—Little Goody Two Shoes—The Sleeping Beauty in the Wood—The Fair One with Golden Locks—Beauty and the Beast—Cinderella; or, the Little Glass Slipper—Princess Rosetta—The Elves of the Fairy Forest—The Elfin Plough—The Nine Mountains—Johnny and Lisbeth—The Little Fisher-Boy—Hans in Luck—The Giant and the Brave Little Tailor—Peter the Goatherd—Red Jacket; or, the Nose Tree—The Three Golden Hairs—The Jew in the Bramble Bush.

'A charming collection of favourite stories.'—ATHENÆUM.

'A comfortable, pretty, and charmingly illustrated volume, which ought to be placed in every nursery by Act of Parliament.'—AUNT JUDY'S MAGAZINE.

The Boy's Home Book of Sports, Games, Exercises, and Pursuits. By Writers of 'The Boy's Own Magazine.' Beautifully printed on Toned paper, with 200 Engravings, and Coloured Frontispiece and Title. Cloth elegant, gilt edges, 2s 6d.

'It is a charming little volume, especially suited for holiday times, and full of information healthful to mind and body.'—CIVIL SERVICE GAZETTE.

Engine-Driving Life; or, Stirring Adventures and Incidents in the Lives of Locomotive Engine-Drivers. By MICHAEL REYNOLDS ('The Engine-Driver's Friend'), Author of 'Locomotive Engine-Driving,' &c. Crown 8vo. 2s. cloth.

'Anyone who wishes to get a real insight into railway life cannot do better than read "Engine-Driving Life" for himself, and if he once takes it up he will find that the author's enthusiasm and real love of the engine-driving profession will carry him on till he has read every page.'

SATURDAY REVIEW.

'The book from first to last is perfectly fascinating. Wilkie Collins's most thrilling conceptions are thrown into the shade by true incidents, endless in their variety, related in every page.'

NORTH BRITISH DAILY MAIL.

The Little Boy's Own Book of Sports, Pastimes, and Amusements. Abridged from the 'Boy's Own Book.' An entirely New Edition, profusely illustrated, in a new and elegant binding. Royal 16mo. 3s. 6d. cloth.

'The very best possible present for a youth.'—HORNET.

'It is so full of information of an interesting character to boys, and so prettily got up, that we predict that it will defy all competition.'—LITERARY WORLD.

Cast Away on the Auckland Isles: a Narrative of the Wreck of the 'Grafton,' and of the Escape of the Crew, after Twenty Months' Suffering. From the Private Journals of Captain THOMAS MUSGRAVE. Together with some Account of the Aucklands. Also, an Account of the Sea Lion (originally written in seal's blood, as were most of Captain Musgrave's Journals. Edited by JOHN J. SHILLINGLAW, F.R.G.S. Handsomely printed, post 8vo. cloth, with Portrait and Sketch Map. 3s. 6d.

The TIMES Correspondent (December 19, 1865) says that Captain Musgrave's Diary 'is almost as interesting as Daniel Defoe, besides being, as the children say, "all true."'

'It is seldom, indeed, that we come upon a sea narrative now-a-days as interesting as this.'—LLOYD'S NEWSPAPER.

'Truth is here stranger than any fiction.'—NEWS OF THE WORLD.

'A more interesting book of travels and privation has not appeared since "Robinson Crusoe;" and it has this advantage over the work of fiction, that it is a fact.'—OBSERVER.

'Since the days of Alexander Selkirk, few more interesting narratives have seen the light.'—MELBOURNE SPECTATOR.

The Fables of Babrius. Translated into English Verse from the Text of Sir G. Cornewall Lewis. By the Rev. JAMES DAVIES, of Lincoln Coll. Oxford. Fcp. 6s. cloth antique.

'"Who was Babrius?" The reply may not improbably startle the reader. Babrius was the real, original Æsop. Nothing is so fabulous about the fables of our childhood as their reputed authorship.'—DAILY NEWS.'

'A fable-book which is admirably adapted to take the place of the imperfect collections of Æsopian wisdom which have hitherto held the first place in our juvenile libraries.'—HEREFORD TIMES.

Good Things for Railway Readers. 1000 Anecdotes, Original and Selected. By the Editor of 'The Railway Anecdote Book.' Large type, crown 8vo. with Frontispiece, 1s.

'A capital collection, and will certainly become a favourite with all railway readers.'—READER.

'Just the thing for railway readers.'—LONDON REVIEW.

'Fresh, racy, and original.'—JOHN BULL.

'An almost interminable source of amusement, and a ready means of rendering tedious journeys short.'—MINING JOURNAL.

'Invaluable to the diner-out.'—ILLUSTRATED TIMES.

Common Sense for Gas-Users: a Catechism of Gas-Lighting for Householders, Gasfitters, Millowners, Architects, Engineers, &c. &c. By ROBERT WILSON, C.E., Author of 'A Treatise on Steam Boilers.' Second Edition. Crown 8vo. sewed, with Folding Plates and Wood Engravings, 2s. 6d.

'All gas-users will decidedly benefit both in pocket and comfort, if they will avail themselves of Mr. Wilson's counsels.'—ENGINEERING.

'Mr. Wilson's book is thoroughly admirable.'—ENGINEER.

JOHN TIMBS'S POPULAR WORKS.

'*The celebrated work of the indefatigable Mr. Timbs.*'—SATURDAY REVIEW.

A New Uniform Edition, in Twelve Single Volumes, or Six Double Volumes, in a very elegant and attractive binding, price £1. 10s.

THE COMPLETE SET OF

Things not Generally Known Familiarly Explained.

By JOHN TIMBS, F.S.A.

*** *This collection of the far-famed 'Encyclopædic Varieties' of the late learned Antiquarian, brought together in a complete form, comprising upwards of Three Thousand closely printed pages, with Illustrations, forms an inexhaustible Mine of Reading—Useful, Entertaining, Instructive, and Marvellous—for long winter evenings and summer days; and no more suitable Present could be found for Village or School Libraries, Mechanics' Institutes, or the Family Bookshelf.*

'As full of information as a pomegranate is full of seed.'—PUNCH.

'Any one who reads and remembers Mr. Timbs's encyclopædic varieties should ever after be a good table talker, an excellent companion for children, a "well-read person," and a proficient lecturer.'—ATHENÆUM.

*** *Sold separately as follows:—*

MISCELLANIES, 2s. 6d.; MANNERS, CUSTOMS, &c., 2s. 6d., or in 1 vol. 5s.

CURIOSITIES OF SCIENCE. 2 vols. 2s. 6d. each, or in 1 vol. 5s.

CURIOSITIES OF HISTORY, 2s. 6d.; POPULAR ERRORS EXPLAINED, 2s. 6d.; or in 1 vol. 5s.

NOTABLE THINGS, 2s. 6d.; THINGS TO BE REMEMBERED, 2s. 6d.; or in 1 vol. 5s.

A GARLAND FOR THE YEAR, AND SOMETHING FOR EVERYBODY, 2s. 6d.; KNOWLEDGE FOR THE TIME, 2s. 6d.; or in 1 vol. 5s.

MYSTERIES OF LIFE, DEATH, AND FUTURITY, 2s. 6d.; PREDICTIONS REALIZED IN MODERN TIMES, 2s. 6d.; or in 1 vol. 5s.

School-days of Eminent Men. Containing Sketches of the progress of Education in England, from the Reign of King Alfred to that of Queen Victoria; and School and College Lives of the most celebrated British Authors, Poets, and Philosophers; Inventors and Discoverers; Divines, Heroes, Statesmen, and Legislators. By JOHN TIMBS, F.S.A. New Edition, revised and partly rewritten. With a Frontispiece by John Gilbert. 13 Views of Public Schools, and 20 Portraits by Harvey. Fcp. 3s. 6d. handsomely bound in cloth.

☞ Extensively used, and specially adapted for a Prize-Book at Schools.

'The idea is a happy one, and its execution equally so. It is a book to interest all boys, but more especially those of Westminster, Eton, Harrow, Rugby, and Winchester, for of these, as of many other schools of high repute, the accounts are full and interesting.'—NOTES AND QUERIES.

Stories of Inventors and Discoverers in Science and Useful Arts. By JOHN TIMBS, F.S.A. New Edition. With numerous Illustrations. Fcp. 3s. 6d. cloth.

'Another interesting and well-collected book, ranging from Archimedes and Roger Bacon to the Stephensons.'—ATHENÆUM.

'These stories are as marvellous as the "Arabian Nights' Entertainments," and are wrought into a volume of great interest and worth.'—ATLAS.

Historic Ninepins: A Book of Curiosities, where Old and Young may read Strange Matters. By JOHN TIMBS, Author of 'Things not generally known,' &c. &c. Cr. 8vo. nearly 400 pp. 6s. cloth.

'The title which Mr. Timbs has chosen seems to suggest that he regards the game of bowling over erroneous beliefs as one which is too amusing to be reserved for the learned.'—*Pall Mall Gazette.*

Events to be remembered in the History of England. Forming a Series of interesting Narratives, extracted from the pages of Contemporary Chronicles or Modern Historians, of the most remarkable Occurrences in each reign; with Reviews of the Manners, Domestic Habits, Amusements, Costumes, &c. &c., of the People, Chronological Table, &c. By CHARLES SELBY. Twenty-seventh Edition, 12mo. fine paper, with Nine Beautiful Illustrations by ANELAY, price 3s. 6d. cloth elegant, or with gilt edges, 4s.

N.B.—A SCHOOL EDITION, without the Illustrations, 2s. 6d. cloth.

☞ Great care has been taken to render this book unobjectionable to the most fastidious, by excluding everything that could not be read aloud in schools and families, and by abstinence from all party spirit, alike in politics as in religion.

A History of Rome, from the Earliest Times to the Death of Commodus, A.D. 192. By Dr. LEONARD SCHMITZ, F.R.S.E., Principal of the London International College. 25th Thousand. With upwards of 100 Engravings. Small 8vo. 6s. cloth.

'To the complete success of this effort to render intelligible to boys this important, if not very attractive, part of Roman history, we can testify from our own experience.'—EDUCATIONAL TIMES.

Lectures on the History of Rome, from the Earliest Times to the Fall of the Western Empire. By B. G. NIEBUHR. Edited by Dr. L. SCHMITZ. Fourth Edition. With Portrait. Post 8vo. 7s. 6d. cl.

Intuitive Calculations: or, Easy and Compendious Methods of Performing the various Arithmetical Operations required in Commercial and Business Transactions; together with full Explanations of Decimals and Duodecimals, several Useful Tables, and an Examination and Discussion of the best Schemes for a Decimal Coinage. By DANIEL O'GORMAN. Twenty-fifth Edition, Corrected and Enlarged by J. R. YOUNG, formerly Professor of Mathematics in Belfast College. 12mo. 3s. 6d. cloth.

'This is not primarily a school arithmetic, but a desk companion for all persons engaged in commercial pursuits, for bankers' clerks, wholesale and retail traders, and the like. It is, in the main, a collection of ingenious expedients for shortening figuring processes, and substituting brief empirical rules or "rules of thumb." The book is a perfect specimen of its kind, ingenious in labour saving expedients, clear and distinct always.'
LITERARY CHURCHMAN.

'A valuable work. Many of the ordinary rules are replaced by less intricate and more direct modes of obtaining the required results, and figures generally are dealt with in a manner that renders them much less formidable than they ordinarily prove.'—CITY PRESS.

Riddles in Rhyme: a Book of Enigmas, Charades, Conundrums, &c., with Answers. Edited by EDMUND SYER FULCHER. In cloth extra, gilt edges, 2s. 6d.

Double Acrostics. By various Authors. Edited by K. L. Second Edition, revised and enlargod. Cl. extra, gilt edges, 2s. 6d.

Do You Give It Up? A Collection of the most amusing Conundrums, Riddles, &c. of the Day, with Answers. Second Edition. In cloth limp, lettered, price 1s.

UNIQUE WEDDING GIFT.

The Bridal Bouquet: Culled in the Garden of Literature. By HENRY SOUTHGATE, Author of 'Many Thoughts of Many Minds,' &c. With Illustrations from designs by J. D. Watson, E. M. Wimperis, and T. Kennedy. Small 4to., printed on the finest paper by Clay, and bound in a superb cover of white and gold, delicately flowered with orange blossoms. Price 21*s.*

*** The letterpress (400 pages, double columns), consists of extracts in Prose and Verse from between Five and Six Hundred Authors—alphabetically from Addison to Zimmerman, chronologically from Homer to Tennyson—on the subjects of Love, Courtship, Marriage, Domestic Happiness, Family Life, &c. &c.

'Very exquisite as to its cover—very beautifully printed—tastefully and profusely illustrated—at a cost of only a guinea, this charming book will be a very acceptable present to any bride.'—STANDARD.

'Mr. Southgate has made his selections with great skill.'

COURT CIRCULAR.

'A real glory for the drawing-room.'—BOOKSELLER.

'It is not always easy to select a suitable wedding present, but no one need hesitate in reference to the "Bridal Bouquet." . . . We must bear witness to the refined taste which has presided over the selection. The volume is adorned with beautiful illustrations, and is beautifully bound.'

QUEEN.

'THE FATHER OF ENGLISH POETRY.'

The Riches of Chaucer: In which his Impurities have been expunged; his Spelling Modernised; his Rhythm Accentuated; and his Obsolete Terms Explained: also have been added a few Explanatory Notes and a New Memoir of the Poet. By CHARLES COWDEN CLARKE, Author of 'Tales in Prose from Chaucer,' 'Shakespeare Characters,' 'Molière Characters,' &c. Third Edition, carefully Revised. With fine Steel Portrait of Chaucer, and Woodcuts, crown 8vo. elegantly printed (642 pages), Roxburghe binding, price 7s. 6d.

'Mr. Clarke's book will do more than has yet been done towards making that which has always been a pleasure to the few a pleasure to the many. He has modernised Chaucer's spelling, but without impairing the antique beauty of his verse; and his system of accentuation removes the last stumbling-block from the feet of the general reader.'—TIMES.

BEST EDITION OF LAMB'S TALES FROM SHAKESPEARE.

Tales from Shakespeare. Designed for the Use of Young Persons. By CHARLES and MARY LAMB. Sixteenth Edition, with Steel Portrait and Twenty beautiful full-page engravings by Harvey. Fcp. 8vo. extra cloth gilt, price 3s. 6d.; gilt edges, 4s.

COMPANION VOLUME TO LAMB'S TALES.

Tales from Chaucer, in Prose. With a Memorial of the Poet. Designed chiefly for the Use of Young Persons. By CHARLES COWDEN CLARKE, Author of 'The Riches of Chaucer,' 'Shakespeare Characters,' &c. New and revised Edition, with Twelve full-page engravings. Fcp. 8vo. extra cloth gilt, price 3s. 6d.; gilt edges, 4s.

'For intelligent young folk a pleasanter, and at the same time more profitable gift, it would be hard to desire, than the prose "Tales from Chaucer."'

DAILY TELEGRAPH

'Mr. Clarke has done that for Chaucer which Charles and Mary Lamb did for Shakespeare. The quaint old stories, with their digressions and entanglements and disfigurements, have been taken in hand by him, and are here presented thoroughly purged from their impurities and newly dressed.'

CITY PRESS.

WORKS BY THE AUTHOR OF 'A TRAP TO CATCH A SUNBEAM.'

A Trap to Catch a Sunbeam. Forty-first Edition, price 9d. cloth; 6d. sewed.

'*Aide toi, et le ciel t'aidera*, is the moral of this pleasant and interesting story, to which we assign in this Gazette a place immediately after Charles Dickens, as its due, for many passages not unworthy of him, and for a general scheme quite in unison with his best feelings towards the lowly and depressed.'—LITERARY GAZETTE.

☞ *A Cheap Edition of the above popular story has been prepared for distribution. Sold only in packets price 1s. containing 12 copies.*

Also, by the same Author, each price 9d. cloth; 6d. sewed.

MARRIED and SETTLED.

'COMING HOME;' a New Tale for all Readers.

OLD JOLLIFFE; not a Goblin Story.

The SEQUEL to OLD JOLLIFFE.

The HOUSE on the ROCK.

'ONLY;' a Tale for Young and Old.

The CLOUD with the SILVER LINING.

The STAR in the DESERT.

AMY'S KITCHIN, a VILLAGE ROMANCE: a New Story.

'A MERRY CHRISTMAS.'

Sunbeam Stories. A Selection of the Tales by the Author of 'A Trap to Catch a Sunbeam' &c. Illustrated by Absolon and Anelay. FIRST SERIES. Contents:—A Trap to Catch a Sunbeam—Old Jolliffe—The Sequel to Old Jolliffe—The Star in the Desert—'Only'—'A Merry Christmas.' Fcp. 3s. 6d. cloth, elegant.

Sunbeam Stories. SECOND SERIES. Illustrated by Absolon and Anelay. Contents:—The Cloud with the Silver Lining—Coming Home—Amy's Kitchen—The House on the Rock. Fcp. 3s. 6d. cloth elegant.

Sunbeam Stories. THIRD SERIES. Illustrated by James Godwin, &c. Contents:—The Dream Chintz—Sibert's World; or, Cross Purposes. Fcp. price 3s. 6d. cloth elegant.

Sunbeam Stories. FOURTH SERIES. Contents:—Minnie's Love, and the New Tale, Married and Settled. Illustrated with four full-page Engravings. Fcp. cloth elegant, 3s. 6d.

Works by the Author of 'A Trap to Catch a Sunbeam'—continued.

Little Sunshine: a Tale to be Read to very Young Children. By the Author of 'A Trap to Catch a Sunbeam.' In square 16mo. coloured borders, engraved Frontispiece and Vignette, cloth boards, 2s.

'Just the thing to rivet the attention of children.'

STAMFORD MERCURY.

'Printed in the sumptuous manner that children like best.'

BRADFORD OBSERVER.

'As pleasing a child's book as we recollect seeing.'

PLYMOUTH HERALD.

Sibert's Wold; or, Cross Purposes. A Tale. By the Author of 'A Trap to Catch a Sunbeam,' &c. &c. Third Edition, cloth limp, 2s.

The Dream Chintz. By the Author of 'A Trap to Catch a Sunbeam,' &c. With Illustrations by James Godwin. Second Edition, in appropriate fancy cover, cloth, 2s. 6d.

'We take leave of this little book with unfeigned regret. Its whole spirit and tendency is to purify, strengthen, console; to make us contented with our lot; to lead us never to doubt Almighty mercy, nor to relax in our own proper exertions; to be kind and charitable to our fellow-creatures, and to despise none, since none are created in vain; to hope, believe, love here, as we desire hereafter to meet again the loved ones who have gone before into "the beautiful country."'—LITERARY GAZETTE.

The Bible Opened for Children. In Two Series. Comprising numerous Stories from the Old and New Testament. By MARY BRADFORD. Illustrated with Twelve full-page Engravings by Dalziel Brothers. Small crown 8vo. cloth, 2s. 6d.

'The stories of the lives and adventures of Scriptural characters are herein simply told, and all those parents who feel the impossibility of giving children of tender years the Bible to read, may overcome the difficulty they have in conveying to their minds the facts of the sacred narrative by consulting this neat little volume, which is adequately illustrated by the famous Dalziels.'—WEEKLY DISPATCH.

'The writer of this book has made a successful attempt to relate several of the principal narratives embodied in the Old and New Testaments, in simple language, and in an easy style, suited to the comprehension of young children, who are thereby led to gain a more intimate acquaintance with the principal events in Bible history than they would if they had read them for the first time in the Bible itself.'—BOOKSELLER.

A SERIES OF ELEGANT GIFT-BOOKS.

Truths Illustrated by Great Authors; A Dictionary of nearly Four Thousand Aids to Reflection, Quotations of Maxims, Metaphors, Counsels, Cautions, Proverbs, Aphorisms, &c. &c. In Prose and Verse. Compiled from the Great Writers of all Ages and Countries. Fourteenth Edition, fcap. 8vo. cloth extra, bevelled, gilt edges, 568 pp. 5s.

'The quotations are perfect gems; their selection evinces sound judgment and an excellent taste.'—DISPATCH.

'We know of no better book of its kind.'—EXAMINER.

The Philosophy of William Shakespeare; delineating, in Seven Hundred and Fifty Passages selected from his Plays, the Multiform Phases of the Human Mind. With Index and References. Collated, Elucidated, and Alphabetically arranged by the Editors of 'Truths Illustrated by Great Authors.' Second Edition, fcp. 8vo. cloth, gilt edges, nearly 700 pages, with beautiful Vignette Title, price 5s.

☞ A glance at this volume will at once show its superiority to Dodd's 'Beauties,' or any other volume of Shakespearian selections.

Songs of the Soul during its Pilgrimage Heavenward; being a New Collection of Poetry, illustrative of the Power of the Christian Faith; selected from the Works of the most eminent British, Foreign, and American Writers, Ancient and Modern, Original and Translated. By the Editors of 'Truths Illustrated by Great Authors,' &c. Third Edition, fcp. 8vo. cloth, gilt edges, 638 pages, with beautiful Frontispiece and Title, price 5s.

☞ This elegant volume will be appreciated by the admirers of 'The Christian Year.'

The Beauty of Holiness; or, The Practical Christian's Daily Companion: being a Collection of upwards of Two Thousand Reflective and Spiritual Passages, remarkable for their sublimity, beauty, and practicability; selected from the Sacred Writings, and arranged in eighty-two sections, each comprising a different theme for meditation. By the Editors of 'Truths Illustrated by Great Authors.' Fourth Edition, fcp. 8vo. cloth, gilt edges, 536 pp., 5s.

'Every part of the Sacred Writings deserves our deepest attention and research, but all, perhaps, may not be equally adapted to the purposes of meditation and reflection. Those, therefore, who are in the constant habit of consulting the Bible will not object to a selection of some of its most sublime and impressive passages, arranged and classed ready at once to meet the eye.'—EXTRACT FROM PREFACE.

Gone Before: A Manual of Consolation for the Bereaved and a Well of Sympathy for the Sorrowing, filled from Many Sources. Being a Collection of Great Thoughts on Bereavement, Consolation, and Resignation, from the Works of Celebrated Poets, Authors, and Divines of all Ages, and from the inspired pages of Holy Writ. By HENRY SOUTHGATE, Author of 'Many Thoughts of Many Minds,' 'The Bridal Bouquet,' &c. Fourth Edition, revised, crown 8vo. 400 pp., price 3s. 6d. in a handsome and appropriate cloth binding.

'Characterised by great taste and tenderness, and will make a most acceptable present to any who are bemoaning the loss of beloved friends.'
CHRISTIAN WORLD.

'Will be welcome to many a sorrowing heart.'—PUBLIC OPINION.

TWO BOOKS ON THE UNSEEN WORLD, ETC.

Mysteries of Life, Death, and Futurity. Illustrated from the best and latest Authorities. Contents:—Life and Time; Nature of the Soul; Spiritual Life; Mental Operations; Belief and Scepticism; Premature Interment; Phenomena of Death; Sin and Punishment; The Crucifixion of Our Lord; The End of the World; Man after Death; The Intermediate State; The Great Resurrection; Recognition of the Blessed; The Day of Judgment; The Future States, &c. By JOHN TIMBS (Horace Welby). New Edition, revised and corrected. With an Emblematic Frontispiece. Fcp. 2s. 6d. cloth.

'A pleasant, dreamy, charming, startling little volume, every page of which sparkles like a gem in an antique setting.'—WEEKLY DISPATCH.

Predictions Realized in Modern Times. Now first Collected. Contents:—Days and Numbers; Prophesying Almanacs; Omens; Historical Predictions; Predictions of the French Revolution; The Bonaparte Family; Discoveries and Inventions anticipated; Scriptural Prophecies, &c. By JOHN TIMBS (Horace Welby). New Edition, revised and corrected. With a Frontispiece, fcp. 2s. 6d. cloth.

The Tongue of Time; or, The Language of a Church Clock. By WILLIAM HARRISON, A.M. Seventh Edition, fcp. 2s. 6d. cloth.

Science Elucidative of Scripture, and not antagonistic to it. Being a Series of Essays on—1. Alleged Discrepancies; 2. The Theories of the Geologists and Figure of the Earth; 3. The Mosaic Cosmogony; 4. Miracles in General—Views of Hume and Powell; 5. The Miracle of Joshua—Views of Dr. Colenso; The Supernaturally Impossible; 6. The Age of the Fixed Stars, &c. By Professor J. R. YOUNG. Fcp. 8vo. 5s. cloth.

'Distinguished by the true spirit of scientific inquiry, by great knowledge, by keen logical ability, and by a style peculiarly clear, easy, and energetic.'
NONCONFORMIST.

The Twin Records of Creation; or, Geology and Genesis, their Perfect Harmony and Wonderful Concord. By GEORGE W. VICTOR LE VAUX. Numerous Illustrations. Fcp. 8vo. 5s. cloth.

'A valuable contribution to the evidences of Revelation, and disposes very conclusively of the arguments of those who would set God's works against God's Word. No real difficulty is shirked, and no sophistry is left unexposed.'
THE ROCK.

The Pocket English Classics. 32mo. neatly printed, bound in cloth, lettered, price 6d. each:—

THE VICAR OF WAKEFIELD.
GOLDSMITH'S POETICAL WORKS.
FALCONER'S SHIPWRECK.
RASSELAS.
STERNE'S SENTIMENTAL JOURNEY.
LOCKE ON THE UNDERSTANDING.
THOMSON'S SEASONS.
INCHBALD'S NATURE AND ART.
BLOOMFIELD'S FARMER'S BOY.
COLERIDGE'S ANCIENT MARINER.
SCOTT'S LADY OF THE LAKE.
SCOTT'S LAY.
WALTON'S ANGLER, 2 PARTS, 1s.
ELIZABETH; OR, THE EXILES.
COWPER'S TASK.
POPE'S ESSAY AND BLAIR'S GRAVE.
GRAY AND COLLINS.
GAY'S FABLES.
PAUL AND VIRGINIA.

The Instant Reckoner. Showing the Value of any Quantity of Goods, including Fractional Parts of a Pound Weight, at any price from One Farthing to Twenty Shillings; with an Introduction embracing Copious Notes of Coins, Weights, Measures, and other Commercial and Useful Information; and an Appendix, containing Tables of Interest, Salaries, Commissions, &c. 18mo. 1s. 6d. cloth, or 2s. strongly bound in leather.

☞ Indispensable to every housekeeper.

NO MORE LAWYERS' BILLS!

Just published, New Edition, Revised to the end of last Session. Crown 8vo. cloth, price 6s. 8d. (saved at every consultation.)

Every Man's Own Lawyer: a Handy Book of the Principles of Law and Equity. By a BARRISTER. Comprising the Rights and Wrongs of Individuals, Mercantile and Commercial Law, Criminal Law, Parish Law, County Court Law, Game and Fishery Laws, Poor Men's Law, the Laws of

Bankruptcy
Bets and Wagers
Bills of Exchange
Contracts and Agreements
Copyright, Patents, and Trade Marks
Elections and Registration
Insurance (Marine, Fire, and Life)
Libel and Slander
Dower and Divorce
Merchant Shipping
Mortgages
Settlements
Stock Exchange Practice
Trespass, Nuisances, &c.
Transfer of Land, &c.
Warranties and Guarantees
Forms of Wills, Agreements, Bonds, Notices, &c.

Also Law for

Landlord and Tenant—Master and Servant—Workmen and Apprentices—Husband and Wife—Executors and Trustees—Heirs, Devisees, and Legatees—Guardian and Ward—Married Women and Infants—Partners and Agents—Lender and Borrower—Debtor and Creditor—Purchaser and Vendor—Companies and Associations—Friendly Societies—Clergymen, Churchwardens, &c.—Medical Practitioners, &c.—Bankers—Farmers—Contractors—Stock and Share Brokers—Sportsmen, Gamekeepers—Farriers and Horsedealers—Auctioneers, House Agents—Innkeepers, &c.—Bakers, Millers, &c.—Pawnbrokers—Surveyors—Railways, Carriers, &c.—Constables—Labourers—Seamen—Soldiers, &c. &c.

'What it professes to be, a complete epitome of the laws of this country, thoroughly intelligible to non-professional readers. The book is a handy one to have in readiness when some knotty point requires ready solution, and will be found of service to men of business, magistrates, and all who have a horror of spending money on a legal adviser.'—BELL'S LIFE.

'A work which has long been wanted, which is thoroughly well done, and which we most cordially recommend.'—SUNDAY TIMES.

'*No Englishman ought to be without this book*....any person perfectly uninformed on legal matters, who may require sound information on unknown law points, will, by reference to this book, acquire the necessary information; and thus on many occasions save the expense and loss of time of a visit to a lawyer.'—ENGINEER.

'It is a complete code of English law, written in plain language, which all can understand....Should be in the hands of every business man, and all who wish to abolish lawyers' bills.'—WEEKLY TIMES.

The Picture Amateur's Handbook and Dictionary of Painters: being a Guide for Visitors to Public and Private Picture Galleries, and for Art-Students, including an explanation of the various methods of Painting; Instructions for Cleaning, Re-Lining, and Restoring Oil Paintings; A Glossary of Terms; an Historical Sketch of the Principal Schools of Painting; and a Dictionary of Painters, giving the Copyists and Imitators of each Master. By PHILIPPE DARYL, B.A. Crown 8vo. 3s. 6d. cloth.

'Useful as bringing together in a compendious form an almost complete biographical stock of information respecting the painters of the world.'

MAYFAIR.

Painting Popularly Explained; with Historical Sketches of the Progress of the Art. By THOMAS JOHN GULLICK, Painter, and JOHN TIMBS, F.S.A. Fourth Edition, revised and enlarged. With Frontispiece and Vignette. In small 8vo. 5s. 6d. cloth.

*** This Work has been adopted as a Prize-book in the Schools of Art at South Kensington.

'Much may be learned, even by those who fancy they do not require to be taught, from the careful perusal of this unpretending but comprehensive treatise.'—ART JOURNAL.

DELAMOTTE'S WORKS

ON ILLUMINATION, ALPHABETS, &c.

A Primer of the Art of Illumination, for the use of Beginners, with a Rudimentary Treatise on the Art, Practical Directions for its Exercise, and numerous Examples taken from Illuminated MSS. and beautifully printed in gold and colours. By F. DELAMOTTE. Small 4to. 9s. cloth antique.

'A handy book, beautifully illustrated; the text of which is well written, and calculated to be useful.....The examples of ancient MSS. recommended to the student, which, with much good sense, the author chooses from collections accessible to all, are selected with judgment and knowledge, as well as taste.'—ATHENÆUM.

'Modestly called a Primer, this little book has a good title to be esteemed a manual and guide-book in the study and practice of the different styles of lettering used by the artistic transcribers of past centuries....An amateur may with this silent preceptor learn the whole art and mystery of illumination.'—SPECTATOR.

'The volume is very beautifully got up, and we can heartily recommend it to the notice of those who wish to become proficient in the art.'—ENGLISH CHURCHMAN.

'We are able to recommend Mr. Delamotte's treatise. The letterpress is modestly but judiciously written; and the illustrations, which are numerous and well chosen, are beautifully printed in gold and colours.'—ECCLESIOLOGIST.

The Book of Ornamental Alphabets, Ancient and Mediæval, from the Eighth Century, with Numerals. Including Gothic, Church Text, large and small; German, Italian, Arabesque, Initials for Illumination, Monograms, Crosses, &c. &c. for the use of Architectural and Engineering Draughtsmen, Missal Painters, Masons, Decorative Painters, Lithographers, Engravers, Carvers, &c. &c. Collected and Engraved by F. DELAMOTTE, and printed in Colours. New and Cheaper Edition, royal 8vo. oblong, 2s. 6d. ornamental boards.

'A well-known engraver and draughtsman has enrolled in this useful book the result of many years' study and research. For those who insert enamelled sentences round gilded chalices, who blazon shop legends over shop-doors, who letter church walls with pithy sentences from the Decalogue, this book will be useful. Mr. Delamotte's book was wanted.'—ATHENÆUM.

Examples of Modern Alphabets, Plain and Ornamental. Including German, Old English, Saxon, Italic, Perspective, Greek, Hebrew, Court Hand, Engrossing, Tuscan, Riband, Gothic, Rustic and Arabesque, with several original Designs and Numerals. Collected and Engraved by F. DELAMOTTE, and printed in Colours. New and Cheaper Edition, royal 8vo. oblong, 2s. 6d. ornamental boards.

'To artists of all classes, but more especially to architects and engravers, this very handsome book will be invaluable. There is comprised in it every possible shape into which the letters of the alphabet and numerals can be formed, and the talent which has been expended in the conception of the various plain and ornamental letters is wonderful.'—STANDARD.

Mediæval Alphabets and Initials for Illuminators. By F. DELAMOTTE. Containing 21 Plates, and Illuminated Title, printed in Gold and Colours. With an Introduction by J. WILLIS BROOKS. Small 4to. 6s. cloth gilt.

'A volume in which the letters of the alphabet come forth glorified in gilding and all the colours of the prism interwoven and intertwined and intermingled, sometimes with a sort of rainbow arabesque. A poem emblazoned in these characters would be only comparable to one of those delicious love letters symbolised in a bunch of flowers well selected and cleverly arranged.'—SUN.

The Embroiderer's Book of Design, containing Initials, Emblems, Cyphers, Monograms, Ornamental Borders, Ecclesiastical Devices, Mediæval and Modern Alphabets and National Emblems. By F. DELAMOTTE. Printed in Colours. Oblong royal 8vo. 1s. 6d. in ornamental boards.

BOHN'S MINIATURE LIBRARY.

A Series of elegantly printed Pocket Volumes, each containing a fine Steel Frontispiece or Portrait, and bound in best red cloth, gilt back and sides.

Barbauld and Aikin's Evenings at Home. 2s. 6d.

Bourrienne's Memoirs of Napoleon. 3s. 6d.

Byron's Poetical Works, with Life by H. LYTTON BULWER. 3s. 6d.

Bunyan's Pilgrim's Progress, with a Life and Notes. Frontispiece and 25 full-sized Woodcuts. 3s. 6d.

Cheever's Lectures on Bunyan's Pilgrim's Progress, and the Life and Times of Bunyan. 2s. 6d.

Coleridge's Select Poetical Works. 2s.

Cowper's Poetical Works, with all the Copyright Poems, and a Short Life by SOUTHEY. 3s. 6d.

Dryden's Poetical Works. 3s. 6d.

Encyclopædia of Manners and Etiquette, comprising Chesterfield's Advice, &c. 2s.

Heber's (Bp.), **Hemans'** (Mrs.), **and Radcliffe's** (Ann) Poetical Works. 3 Vols. in 1. 2s. 6d.

Herrick's Poetical Works. 2s. 6d.

Milton's Poetical Works, Complete. With Life by Dr. STEBBING. 3s. 6d.

Ossian's Poems. Translated by MACPHERSON. 2s. 6d.

Pope's Homer's Iliad, with Notes and Index. 3s.

Scott's Poetical Works. 3s. 6d.

Sturm's Reflections on the Works of God. 3s.

Thomson's Seasons, with his Castle of Indolence. With 4 fine Woodcuts by HARVEY. 2s.

Vathek and the Amber Witch. 2s. 6d.

The House Book. Comprising:—1. THE HOUSE MANAGER. Being a Guide to Housekeeping, Practical Cookery, Household Work, Cellarage of Wines, &c., Dairy and Garden Operations, Stable Economy, &c., &c. By AN OLD HOUSEKEEPER. 2. DOMESTIC MEDICINE. Containing a Description of the Symptoms, Causes, and Treatment of the most common Ailments; intended as a Family Guide in all cases of Accident or Emergency. By RALPH GOODING, M.D. (Lond.) 3. MANAGEMENT OF HEALTH. A Manual of Home and Personal Hygiene. By JAMES BAIRD, B.A. One thick Volume, strongly Half-bound in Leather, 760 pp. price 6s.

The House Manager. Being a Guide to Housekeeping, Practical Cookery, Pickling and Preserving, Household Work, Dairy Management, the Table and Dessert, Cellarage of Wines, Brewing and Wine-making, the Boudoir and Dressing-room, Travelling, Stable Economy, Gardening Operations, &c. Forming therefore a Handbook of the Duties of the Housekeeper, Cook, Lady's-maid, Nursery-maid, House-maid, Laundry-maid, Dairy-maid, Butler, Valet, Footman, Coachman, Groom, and Gardener. By AN OLD HOUSEKEEPER. Second Edition. 12mo. 4s. cloth.

'The book is written in a plain, practical way, and contains a great number of recipes.'—SCOTSMAN.

Wholesome Fare. A SANITARY COOK-BOOK. Comprising the Laws of Food and the Practice of Cookery, and embodying the best British and Continental Receipts, with Hints and Useful Suggestions for the Sedentary, the Sick, and the Convalescent. By Dr. and Mrs. DELAMERE. Second Edition. Post 8vo. 800 pp. 5s. strongly half-bound.

'The first really readable and amusing cookery book since Kitchener's. The Author of "Wholesome Fare" is something more than a cook and a physician; he is a philosopher, and will astonish his readers here and there with things not generally known, yet as true and obvious as daylight.'—FUN.

'The most complete and satisfactory volume on the culinary art we have ever seen. As superior to the ordinary cookery books as a diamond is to a glass imitation of that gem.'— COUNTRY LIFE.

'The introductory chapters contain more sound sense and culinary chemistry, clearly communicated, than any of the numerous cookery books we have met with.'—MORNING ADVERTISER.

Sewing Machinery; being a Practical Manual of the Sewing Machine, comprising its History and Details of its Construction, with full technical directions for the adjusting of Sewing Machines. By J. W. URQUHART, C.E. 2s.; cloth boards, 2s. 6d. [*Just published.*

'It is very useful to know how to oil and clean your machine, and to understand at once the reason of some irregularity in working; and any girl of a mechanical turn can readily learn this from Mr. Urquhart's manual.'
GRAPHIC.

The Laws and Bye-Laws of Good Society: a Code of Modern Etiquette. 32mo. neatly bound, price 6d.

The Art of Dressing Well: a Book of Hints on the Choice of Colours to suit the Complexion and the Hair; with the Theory and Practice of the Art of Dress, &c. 32mo. neatly bound, 6d.

'Two pretty little volumes for those who have the privilege of entering into society, but are unacquainted with its forms.'—SUNDAY TIMES.

The Bulb Garden; or, How to Cultivate Bulbous and Tuberous-rooted Flowering Plants to Perfection. A Manual adapted for both the Professional and Amateur Gardener. By SAMUEL WOOD, Author of 'Good Gardening,' etc. With Coloured Illustrations, Plans of Gardens best suited to the Cultivation of Bulbs, and numerous Wood Engravings. Crown 8vo. 3s. 6d. cloth.

BOOKS FOR THE COUNTRY.

New Edition of Youatt's Grazier, enlarged by R. Scott Burn.

The Complete Grazier, and Farmer's and Cattle Breeder's Assistant. A Compendium of Husbandry. By WILLIAM YOUATT, Esq., V.S. Twelfth Edition, very considerably enlarged, and brought up to the present requirements of Agricultural Practice by ROBERT SCOTT BURN. 8vo. with 242 Illustrations, £1. 1s., half-bound.

'A treatise which will remain a standard work on the subject as long as British agriculture endures.'—MARK LANE EXPRESS.

The Fields of Great Britain: a Text-Book of Agriculture, adapted to the Syllabus of the Science and Art Department, South Kensington. For Elementary and Advanced Students. By HUGH CLEMENTS (Board of Trade). With an Introduction by H. KAINS JACKSON. 18mo. 2s. 6d. cloth. [*Just published.*

Suburban Farming. A Treatise on the Laying Out and Cultivation of Farms, adapted to the produce of Milk, Butter, and Cheese, Eggs, Poultry, and Pigs. By the late Professor JOHN DONALDSON. With considerable Additions, illustrating the more Modern Practice, by ROBERT SCOTT BURN. 2nd Edition. 12mo. 4s. cloth boards.

Landed Estates Management: Treating of the varieties of Lands, Methods of Farming, the Setting-out of Farms, Construction of Roads, Fences, Gates, and Farm Buildings, Irrigation, Drainage, &c. By R. SCOTT BURN. Second Edition. Fcp. 8vo. 3s. cloth boards.

Outlines of Modern Farming. By R. SCOTT BURN. Soils, Manures, and Crops—Farming and Farming Economy, Historical and Practical—Cattle, Sheep, and Horses—Management of the Dairy, Pigs, and Poultry, with Notes on the Diseases of Stock—Utilisation of Town Sewage, Irrigation, and Reclamation of Waste Land. New Edition. In 1 vol. 1,250 pp. half bound, profusely illustrated, price 12s.

'There is sufficient stated within the limits of this treatise to prevent a farmer from going far wrong in any of his operations.'—OBSERVER.

Good Gardening; or, How to Grow Vegetables, Fruits, and Flowers. With Practical Notes on Soils, Manures, Seeds, Planting, Laying-out of Gardens and Grounds, &c. By S. WOOD. Third Edition, much Enlarged. Numerous Illustrations. Crown 8vo. 5s. cloth.

'The practical directions are excellent.'—ATHENÆUM.

The Ladies' Multum-in-Parvo Flower Garden and Amateur's Complete Guide. By SAMUEL WOOD, Author of 'Good Gardening' &c. With numerous Illustrations. Crown 8vo. 3s. 6d. cloth.

'Full of shrewd hints and useful instruction based on a lifetime of experience.'—SCOTSMAN.

'Sound but simple instructions, likely to be useful to lady gardeners.' FLORIST.

Multum-in-Parvo Gardening. Showing How to Make One Acre of Land, without Glass, produce, by the Cultivation of Fruits and Vegetables, Six Hundred and Twenty Pounds per annum: and How to Grow Flowers in Three Glass-houses so as to realise One Hundred and Seventy-six Pounds per annum Clear Profit, &c., &c. By SAMUEL WOOD. Third Edition, revised. Crown 8vo. 2s. cloth.

The Forcing Garden; or, How to Grow Early Fruits, Flowers, and Vegetables. With Plans and Estimates for Building Glasshouses, Pits, and Frames. By SAMUEL WOOD. Crown 8vo. 3s. 6d. cloth. [*Just published.*

WEALE'S SERIES.

PHILADELPHIA, 1876.

THE PRIZE MEDAL

Was awarded to the Publishers for

Books: Rudimentary Scientific,

'WEALE'S SERIES,' ETC.

A SELECTION FROM THE LIST OF

WEALE'S SERIES,

CLASSICAL, EDUCATIONAL, AND RUDIMENTARY SCIENTIFIC.

LONDON, 1862.

THE PRIZE MEDAL

Was awarded to the Publishers of

'WEALE'S SERIES.'

These popular and cheap Series of Books, now comprising nearly Three Hundred and Fifty distinct works in almost every department of Science, Art, and Education, are recommended to the notice of Engineers, Architects, Builders, Artisans, and Students generally, as well as to those interested in Workmen's Libraries, Free Libraries, Literary and Scientific Institutions, Colleges, Schools, Science Classes, &c., &c.

N.B.—In ordering from this List it is recommended, as a means of facilitating business and obviating error, to quote the numbers affixed to the volumes, as well as the titles and prices.

GREEK CLASSICS—*continued.*

4. **Lucian's Select Dialogues.** By H. YOUNG. 1*s.* 6*d.*

13. **Plato's Dialogues: The Apology of Socrates,** the Crito, and the Phædo. By the Rev. JAMES DAVIES, M.A. 2*s.*

18. **Sophocles: Œdipus Tyrannus.** By H. YOUNG. 1*s.*

20. **Sophocles: Antigone.** By the Rev. JOHN MILNER, B.A. 2*s.*

41. **Thucydides: History of the Peloponnesian** War. By H. YOUNG. Book 1. 1*s.*

2. } **Xenophon's Anabasis.** By H. YOUNG. Part 1.
3. } Books i. to iii., 1*s.* Part 2. Books iv. to vii., 1*s.*

42. **Xenophon's Agesilaus.** By LL. F. W. JEWITT. 1*s.* 6*d.*

43. **Demosthenes: The Oration on the Crown and** the Philippics. By Rev. T. H. L. LEARY. 1*s.* 6*d.*

FRENCH.

24. **French Grammar.** By G. L. STRAUSS, Ph.D. 1*s.* 6*d.*

25. **French-English Dictionary.** By ALFRED ELWES. 1*s.* 6*d.*

26. **English-French Dictionary.** By ALFRED ELWES. 2*s.*

25. } **French Dictionary** (as above). Complete, in One
26. } Vol., 3*s.*; cloth boards, 3*s.* 6*d.*
**** Or with the GRAMMAR, cloth boards, 4*s.* 6*d.*

47. **French and English Phrase Book.** Containing Introductory Lessons, with Translations, for the convenience of Students; several Vocabularies of Words, a Collection of Suitable Phrases, and Easy Familiar Dialogues. 1*s.* 6*d.*

GERMAN.

39. **German Grammar.** By Dr. G. L. STRAUSS. 1*s.*

40. **German Reader**: a Series of Extracts, carefully culled from the most approved Authors of Germany; By G. L. STRAUSS, Ph.D. 1*s.*

41-43. **German Triglot Dictionary.** By NICHOLAS ESTERHAZY S. A. HAMILTON. In Three Parts. Part. I. German-French-English. Part II. English-German French. Part III. French-German-English. 3*s.*, or cloth boards, 4*s.*

41-43. & 39. **German Triglot Dictionary** (as above), together with German Grammar (No. 39), in One volume, cloth boards, 5*s.*

ITALIAN.

27. **Italian Grammar.** By ALFRED ELWES. 1*s.* 6*d.*

28. **Italian Triglot Dictionary.** By ALFRED ELWES. Vol. 1. Italian-English-French. 2*s.* 6*d.*

30. **Italian Triglot Dictionary.** By A. ELWES. Vol. 2. English-French-Italian. 2*s.* 6*d.*

32. **Italian Triglot Dictionary.** By A. ELWES. Vol. 3. French-Italian-English. 2*s.* 6*d.*

28, 30, 32. **Italian Triglot Dictionary** (as above). In One Vol. cloth boards, 7*s.* 6*d.*
*** Or with the ITALIAN GRAMMAR, cloth boards, 8*s.* 6*d.*

SPANISH AND PORTUGUESE.

34. **Spanish Grammar.** By ALFRED ELWES. 1*s.* 6*d.*

35. **Spanish-English and English-Spanish Dictionary.** By A. ELWES. 4*s.*; cloth boards, 5*s.*
*** Or with the GRAMMAR, cloth boards, 6*s.*

55. **Portuguese Grammar.** By ALFRED ELWES, Author of 'A Spanish Grammar' &c. 1*s.* 6*d.*

56. **Portuguese-English and English-Portuguese** Dictionary. By ALFRED ELWES. [*In preparation.*

HEBREW.

46.***Hebrew Grammar.** By Dr. BRESSLAU. 1*s.* 6*d.*

44. **Hebrew and English Dictionary, Biblical and** Rabbinical. By Dr. BRESSLAU. 6*s.*

46. **English and Hebrew Dictionary.** By Dr. BRESSLAU. 3*s.*

44, 46, 46.* **Hebrew Dictionary** (as above), in Two Vols., complete, with the GRAMMAR, cloth boards, 12*s.*

ENGLISH LANGUAGE AND MISCELLANEOUS.

11. **Grammar of the English Tongue.** By HYDE CLARKE, D.C.L. Third Edition, 1*s.* 6*d.*

11.***Philology**: Handbook of the Comparative Philology of the various European Tongues. By HYDE CLARKE, D.C.L. 1*s.*

ENGLISH LANGUAGE AND MISCELLANEOUS—*continued,*

12. **Dictionary of the English Language.** Containing above 100,000 Words. By HYDE CLARKE, D.C.L. 3*s.* 6*d.*; cloth boards, 4*s.* 6*d.*; complete with the GRAMMAR, cloth boards, 5*s.* 6*d.*

48. **Composition and Punctuation.** By JUSTIN BRENAN. 16th Edition. 1*s.* 6*d.*

49. **Derivative Spelling-Book.** By J. ROWBOTHAM, F.R.A.S. Improved Edition. 1*s.* 6*d.*

51. **The Art of Extempore Speaking.** Hints for the Pulpit, the Senate, and the Bar. By M. BAUTAIN. Translated from the French. Seventh Edition. 2*s.* 6*d.*

52. **Mining and Quarrying, First Book of.** By J. H. COLLINS, F.G.S. 1s.

53. **Places and Facts in Political and Physical Geography.** By the Rev. EDGAR RAND, B.A. 1*s.*

54. **Analytical Chemistry,** Qualitative and Quantitative. By WM. W. PINK and GEORGE E. WEBSTER. 2*s.*

HISTORY.

1. **England, Outlines of the History of;** more especially with reference to the Origin and Progress of the English Constitution. By WILLIAM DOUGLAS HAMILTON, F.S.A. Fourth Edition. Maps and Woodcuts. 5*s.*; cloth boards, 6*s.*

5. **Greece, Outlines of the History of.** By W. DOUGLAS HAMILTON, F.S.A., and EDWARD LEVIEN, M.A. 2*s.* 6*d.*; cloth boards, 3*s.* 6*d.*

7. **Rome, Outlines of the History of.** By EDWARD LEVIEN, M.A. Map, 2*s.* 6*d.*; cloth boards, 3*s.* 6*d.*

9. **Chronology of History, Art, Literature, and Progress,** from the Creation of the World to the Conclusion of the Franco-German War. The Continuation by W. D. HAMILTON, F.S.A. 3*s.*; cloth boards, 3*s.* 6*d.*

50. **Dates and Events in English History.** By the Rev. E. RAND. 1*s.*

ARITHMETIC, GEOMETRY, MATHEMATICS, ETC.

32. **Mathematical Instruments.** By J. F. HEATHER, M.A. Original Edition, in 1 vol. Illustrated. 1*s.* 6*d.*

*** *In ordering the above, be careful to say, 'Original Edition,' or give the number in the Series* (32) *to distinguish it from the Enlarged Edition in* 3 *vols.* (*Nos.* 168-9-70.)

ARITHMETIC, GEOMETRY, MATHEMATICS, ETC.—*continued*,

60. **Land and Engineering Surveying.** By T. BAKER, C.E. Revised by EDWARD NUGENT, C.E. Illustrated with Plates and Diagrams. 2*s.*; cloth boards, 2*s.* 6*d.*

61.* **Ready Reckoner for the Admeasurement of** Land. By ABRAHAM ARMAN, Schoolmaster, Thurleigh, Beds. 1*s.* 6*d.*

76. **Descriptive Geometry**: with a Theory of Shadows and of Perspective, extracted from the French of G. MONGE. By J. F. HEATHER, M.A. Illustrated with 14 Plates. 2*s.*

178. **Practical Plane Geometry.** By J. F. HEATHER, M.A. With 215 Woodcuts. 2*s.*

179. **Projection**: Orthographic, Topographic, and Perspective. By J. F. HEATHER, M.A. [*In preparation.*

*** *The above three volumes will form a* COMPLETE ELEMENTARY COURSE OF MATHEMATICAL DRAWING.

83. **Commercial Book-Keeping.** With Commercial Phrases and Forms in English, French, Italian, and German. By JAMES HADDON, M.A., London. 1*s.* 6*d.*

84. **Arithmetic.** By Professor J. R. YOUNG. New Edition, with Index. 1*s.* 6*d.*

84.* A KEY to the above, containing Solutions in full to the Exercises, together with Comments, Explanations, and Improved Processes, for the Use of Teachers and Unassisted Learners. By J. R. YOUNG, 1*s.* 6*d.*

85.} 85.* } **Equational Arithmetic,** applied to Questions of Interest, Annuities, Life Assurance, and General Commerce; with various Tables. By W. HIPSLEY. 2*s.*

86. **Algebra, the Elements of.** By JAMES HADDON, M.A. 2*s.*

86.* A KEY AND COMPANION to the above Book, forming an extensive repository of Solved Examples and Problems in Illustration of the various Expedients necessary in Algebraical Operations. Especially adapted for Self-Instruction. By J. R. YOUNG. 1*s.* 6*d.*

88.} 89.} **Euclid**: with many additional Propositions and Explanatory Notes; to which is prefixed an Introductory Essay on Logic. By HENRY LAW, C.E. 2*s.* 6*d.*; cloth boards, 3*s.*

*** *Sold also separately, viz.*:—

88. EUCLID. The First Three Books. By HENRY LAW, C.E. 1*s.* 6*d.*
89. EUCLID, Books 4, 5, 6, 11, 12. By HENRY LAW, C.E. 1*s.* 6*d.*

90. **Analytical Geometry and Conic Sections.** By JAMES HANN. Revised by Professor J. R. YOUNG. 2*s.*; cloth boards, 2*s.* 6*d.*

91. **Plane Trigonometry.** By JAMES HANN. 1*s.* 6*d.*

92. **Spherical Trigonometry.** By JAMES HANN. Revised by CHARLES H. DOWLING, C.E. 1*s.*

*** *Or with 'The Elements of Plane Trigonometry,' in One Volume*, 2*s.* 6*d.*

93. **Mensuration and Measuring.** By T. BAKER, C.E. Revised by E. NUGENT, C.E. Illustrated. 1*s.* 6*d.*

ARITHMETIC, GEOMETRY, MATHEMATICS, ETC.—*continued.*

102. **Integral Calculus.** By HOMERSHAM COX, B.A. 1*s.*

103. **Integral Calculus, Examples on the.** By JAMES HANN, late of King's College, London. Illustrated. 1*s.*

101. **Differential Calculus, Elements of the.** By W. S. B. WOOLHOUSE, F.R.A.S., &c. 1*s.* 6*d.*

105. **Mnemonical Lessons.**—GEOMETRY, ALGEBRA, AND TRIGONOMETRY, in Easy Mnemonical Lessons. By the Rev. THOMAS PENYNGTON KIRKMAN, M.A. 1*s.* 6*d.*

136. **Arithmetic.** By JAMES HADDON, M.A. Revised by ABRAHAM ARMAN. 1*s.* 6*d.*

137. A KEY TO HADDON'S RUDIMENTARY ARITHMETIC. By A. ARMAN. 1*s.* 6*d.*

158. **The Slide Rule, and How to Use it.** By C. HOARE, C.E. With a Slide Rule in tuck of cover. 2*s.* 6*d.*; cloth boards, 3*s.*

168. **Drawing and Measuring Instruments.** By J. F. HEATHER, M.A. Illustrated. 1*s.* 6*d.*

169. **Optical Instruments.** By J. F. HEATHER, M.A. 1*s.* 6*d.*

170. **Surveying and Astronomical Instruments.** By J. F. HEATHER, M.A. Illustrated. 1*s.* 6*d.*

*** *The above three volumes form an enlargement of the Author's original work, 'Mathematical Instruments: their Construction, Adjustment, Testing, and Use,' the Eleventh Edition of which is on sale, price* 1*s.* 6*d.* *(See No.* 32 *in the Series.)*

168. 169. 170. **Mathematical Instruments.** By J. F. HEATHER, M.A. Enlarged Edition, for the most part entirely re-written. The 3 Parts as above, in One thick Volume. With numerous Illustrations, 4*s.* 6*d.*; cloth boards, 5*s.*

185. **The Complete Measurer.** Compiled for Timber-growers, Merchants, and Surveyors, Stonemasons, Architects, and others. By RICHARD HORTON. Third Edition. 4*s.*; leather, 5*s.*

196. **Theory of Compound Interest and Annuities;** With Tables of Logarithms. By FÉDOR THOMAN, of the Société Crédit Mobilier, Paris. 4*s.*; cloth boards, 4*s.* 6*d.*

199. **Intuitive Calculations;** or, Easy and Compendious Methods of Performing the various Arithmetical Operations required in Commercial and Business Transactions. By DANIEL O'GORMAN. Twenty-fifth Edition, corrected and enlarged by Professor J. R. YOUNG. 3*s.*; cloth boards, 3*s.* 6*d.*

204. **Mathematical Tables,** for Trigonometrical, Astronomical, and Nautical Calculations; a Treatise on Logarithms. By HENRY LAW, C.E. Together with a Series of Tables for Navigation and Nautical Astronomy. By Professor J. R. YOUNG. New Edition. 3*s.* 6*d.*; cloth boards, 4*s.*

221. **Measures, Weights, and Moneys of All Nations,** and an Analysis of the Christian, Hebrew, and Mahometan Calendars. By W. S. B. WOOLHOUSE, F.R.A.S., F.S.S., &c. Sixth Edition, carefully revised and enlarged. 2*s.*; cloth boards, 2*s.* 6*d.* [*Just published.*

SPOTTISWOODE AND CO., PRINTERS, NEW-STREET SQUARE, LONDON